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SOCIOLOGICAL ASPECTS OF THE PROCESSES AND RELATIONSHIPS BETWEEN SCHOOL AND COMMUNITY IN RELATION TO SCHOOL BOND ISSUES WERE STUDIED. IN THE FIRST SECTION, CHAPTER I ATTEMPTED TO PLACE SCHOOL BOND ISSUES IN THE GENERAL CONTEXT OF EDUCATIONAL NEEDS, AND CHAPTER II PRESENTED A REVIEW OF THE LITERATURE AND RESEARCH STUDIES THAT HAVE DEALT WITH RECOMMENDATIONS AND FINDINGS RELATED TO SCHOOL BOND ISSUE ELECTIONS. THE SECOND SECTION PROVIDES A THEORETICAL ORIENTATION AND DESCRIBES THE SAMPLING AND FIELD PROCEDURES USED IN THIS STUDY. IN THE THIRD SECTION, DATA OBTAINED FROM IOWA SCHOOL SUPERINTENDENTS INVOLVED IN SCHOOL BOND ELECTIONS DURING A 5-YEAR PERIOD WERE ANALYZED AND PRESENTED AS A DATA BOOK. DATA GATHERED CLEARLY INDICATED THAT SUPERINTENDENTS CONSIDERED COOPERATIVE PERFORMANCE BETWEEN THE SUPERINTENDENTS AND THE BOARD OF EDUCATION AS MORE IMPORTANT IN PASSING BOND ELECTIONS THAT THE USE OF A CITIZEN'S ADVISORY COMMITTEE. (GD)

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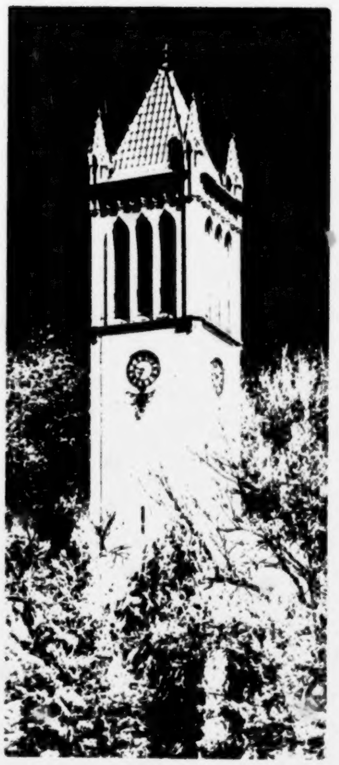

IOWA SCHOOL BOND ISSUES

DATA BOOK

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Virgil Lagomarcino
John J. Hartman
Judith Murphy

Sociological studies in Education. Department of Sociology and Anthropology
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Department of Sociology and Anthropology
Iowa State University
Ames, Iowa 1966

PREFACE

This report is one of a series based on research sponsored cooperatively by the Department of Health, Education and Welfare and Iowa State University. These reports focus on the sociological aspects of the community processes and relationships between the school and the community. Both the school and the community are considered to be interacting social systems operating within a social action framework.

The current emphasis on vocational education led to questions about what effect vocational education requests had on bond elections. Little was known about vocational bond election requests, therefore the initial research efforts sought to identify the number and location of districts involved in this type of issue. Hence this report can be termed exploratory and descriptive rather than either hypothesis testing or definitive in nature.

The data were collected to establish the "benchmarks" of the number of elections held that included requests for vocational educational facilities. Further these data were analyzed to see if variables could be found that would predict success or failure of bond issues. It was hoped that this type of analysis could contribute to future studies of school bond elections.

The Department of Sociology and Anthropology will continue to analyze school bond elections, particularly those including requests for vocationally related purposes. The findings from this continuing analysis will be presented in reports which will be forthcoming.

The authors wish to express their appreciation to Dr. Edwin L. Barbour, who had major responsibility for designing the original field instrument and collecting the data for this report. The contributions of the superintendents who provided the data related to their district bond elections is also gratefully acknowledged.

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SECTION I

INTRODUCTION AND REVIEW OF LITERATURE

Rapidly expanding demands are being placed on the educational institutions of the United States. These increasing demands are created by forces such as: a rapidly expanding population; changing types and levels of skill needed to fill the occupational demands of the society; and, an increasing concern for education that will equip young people to live satisfying and productive lives in an increasingly complex society.

There are many ramifications of these increased demands on the educational institutions. Only one, the attempt to pass school bond issues, is explored in this report. At the primary and secondary educational level the main alternative available to secure money for additional or improved facilities is through public elections on school bond issues. This report examines variables related to successful and unsuccessful attempts to secure the passage of school bonds in 195 issue elections in Iowa during a five year period.

The first chapter in this section attempts to place school bond issues in a more general context of educational needs and states the objectives of the research study that provided the data for this report.

The second chapter in this section presents a review of the literature and research studies that have dealt with recommendations and findings related to school bond issue elections.

CHAPTER I

INTRODUCTION

Education continues to occupy an increasingly important position in American life. Today, more Americans are attending school than any time in our history and students are staying in school for longer periods than ever before. The American dream of education for all is being realized. Time was when the sixth reader was the common school - then the eighth grade became the achievement level of most of the people. Today, graduation from high school is the more common school. Education beyond high school is the demand of today.

All of this growth and development has meant that the curriculum needed to be broadened to encompass a wide spectrum of educational opportunity. Not only was preparation for college important but it became necessary to encompass the entire world of work as an additional focus for the school program. This vocational-technical emphasis for the high school program and the post high school program of the community colleges has been a vital new force in the growth and development of American education.

Concurrent with the development and growth of vocational-technical education programs has come a greater demand for qualified personnel to teach in these areas. At one and the same time the question of how these new programs and new staff could be housed was raised. It was soon found that it was just not enough to provide floor space and four walls and a roof for these activities, because in effect they are quite specialized. The learning laboratory necessary for the full development of a program in vocational-technical education demands careful planning. These specialized programs are not inexpensive. It takes money to build and equip desirable facilities. In order that communities could have the required physical outlay, the people in the communities have to recognize the value of the expected program. The bond issues necessary to raise the funds for the erection of vocational-technical facilities have become increasingly important in many communities. The process by which the people are informed and the elements necessary for the successful passing of bond issues are of prime concern to educators and community leaders in education as well.

A recent study conducted by sociologists and educators at Iowa State University examined the social and demographic characteristics of school bond elections held in Iowa over a 5 year period. These elections (N=195) were held to gain approval for bonded indebtedness for various purposes; buildings, equipment, remodeling. Some of the requests were for additional or remodeled buildings and some were for equipment to strengthen present vocational education facilities. Only 24 of these 195 districts included budget proposals for vocational needs. These 24 districts have served as the basis for an additional study in this series of sociological studies in education.

An increasing awareness of a lack of adequate buildings and facilities in the present educational structure has produced a great volume of literature on the subject. This report will center on an intensive examination of the districts that had engaged in bond elections for any educational purposes during the specified time period. No attempt has been made to assess the relative need or the present strength of educational programs in these districts. Since "benchmark" data were needed on these districts, the original objective was to sample the universe (Iowa) to determine the number of elections held, their purposes, who was instrumental in the election strategy, and what strategies were utilized in terms of communication, and other techniques used to attempt to secure successful school bond elections.

More specifically the objectives were:

1. To analyze the decision making process of school districts regarding solicitations of funds through school bond elections.
2. To determine crucial variables related to the "success-failure" continuum of schools engaged in school bond elections. The variables to be examined considered the effect of existing situational variable, factors relating to the bond issue election strategy, communications, and the superintendents' evaluations of the campaign.
3. To ascertain the role of vocationally related purposes in the success or failure of the total school bond elections.

Hence the initial examination of school bond elections had the latent objective of delineating districts for later analysis that had sought increased vocational education facilities. This objective was met in an additional study which has now been completed.

To meet these objectives, a broad range of data were collected. The study was exploratory in nature. The data represent the perceptions of the superintendents of schools which engaged in school bond elections. No attempt has been made to corroborate these perceptions with those of other observers or participants. Further, the need for the bond issue in the districts was not established in this report.

A survey of the literature disclosed that the number and nature of school bond elections have not been documented. Further, the lack of theoretical orientation in most research in this area has led to an examination of different variables in different studies. Hence, it was difficult to generalize from study to study and between studies conducted in different geographical areas of the nation. In many studies conclusions are presented with only limited or no supporting data.

For these reasons it is believed that the publication of a data book based on the data collected in the Iowa study was warranted. This data book includes a review of literature, the conceptual orientation of the Iowa study, the sub-concepts used, the actual total frequency of responses obtained for each of these sub-concepts and a comparison of successful and unsuccessful bond elections with statistical tests to determine significant differences where appropriate. To the authors knowledge this is the most complete and detailed study of a larger number of bond issues. It is hoped that the detailed presentation of these data will provide research and operations professionals with descriptive quantitative data, as well as significant differences (or lack of significant differences) between successful and unsuccessful elections, that may be of value as one input for planning their future activities. More sophisticated analyses of these data have been completed and will be presented in future reports and articles.

CHAPTER II

REVIEW OF LITERATURE

A large body of literature is available on the subject of school bond issues. The available literature may be divided into several categories based on the type of publication in which it appears: professional education journals, empirical research (thesis and research reports) government publications, educational texts, and other reports and publications. Each category of publication seems to stress certain themes, therefore, the literature will be reviewed according to the category of publication.

Professional education literature

A considerable number of regular journals are published in the field of education. Among the numerous education journals, a certain number are found to repeatedly feature articles on school bond issues. For the most part, these articles are written by school administrators whose districts have just successfully passed a school bond issue, often after several defeats. In view of their recent success they offer advice on the proper techniques to use, or the techniques to avoid, in order to pass a school bond issue. The advice offered by these administrators is often conflicting and usually based upon a single case. The techniques discussed generally fall into the following categories: communications, community involvement and voter turnout.

Communications According to the majority of these journal articles, the main goal of the bond publicity campaign is to thoroughly inform the voting public about the bond issue. As stated by Denny,[1*] "Detailed planning and wise use of mass communications media were big factors in passage of the two measures in the school bond election in Des Moines." Among the media used in this campaign were: daily, weekly, neighborhood, labor, church and school newspapers; letters from the school to the parents; radio and television; printed bulletins and brochures; postcards; speakers; as well as other printed communications. "The use of all media was rewarded in a successful school bond election."[2] Similar multiple-media publicity campaigns are advised by most of the journal authors.[3]

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[*] Numbers refer to references at the end of this chapter, pp. 12-14. An extensive bibliography appears at the end of the data book.

MacDonald[4] stresses giving voters the "facts" early, and in detail, while Gilbaugh advises that "a flare of publicity concerning planning progress is not advisable. The campaign should not start until all details of the proposed program are complete."[5] In general, it appears that the objective is to inform every citizen of the intense need for new school facilities, and to show them that this bond issue will satisfy that need. Denny says,

> " . . . we realized that a successful bond issue depended upon the voters having enough information on which to base a decision. Informed citizens will vote for school bonds--9 out of 10 times."[6]

Lack of consensus appears when one superintendent urges the use of a specific technique, or timing sequence, and another cautions against it. Few qualitative judgments were made by the superintendents as to which technique or techniques from the many which they employed were the most effective. The general ideas seem to be to use as many publicity devices as possible. However, one author, Holler, reports that after failing to pass an issue three times, it was again presented "with no fanfare, no speeches, no brochures, no sound trucks. . ." This fourth proposal passed.

> We now wonder what is the best procedure; to proceed quietly but honestly as we did in our fourth and successful referendum, or to present every detail which may lead only to confusion and give rise to unjust criticism, delay, and defeat.[7]

Community involvement

Lay committees. Almost all of the authors of articles cited in this report have suggested the use of lay committees.[9]

> Interest in Lay Advisory Committees to boards of education in the United States has increased since 1948 to the point where a spokesman for the National Citizens Commission recently estimated 11,000 such committees active at this time (1957).[8]

Some of these committees are permanent, whereas others are formed for specific purposes and then disbanded. The manifest purpose of the lay committee is to advise the board of education in order to assure greater public approval for their policies, or to plan and execute public relations campaigns. The latent purpose appears to be to give the electorate more of a feeling of proprietorship in the school system. "Few bond issues fail in communities where the patrons are partners in the public schools."[10]

Though most school men agree on the usefulness of lay committees, the recommended composition of these committees may vary from one which is "representative" of the community[11] ("representative" carries a variety of interpretations), to one composed of persons with needed talents (architects, lawyers, accountants, etc.).[12] The relative power of the lay committee, the board of education, and the superintendent also is discussed in the journals. In general, however, it is recognized that the lay advisory committee can have no legislative powers in their formal capacity but may only make recommendations. Some researchers have noted that influential members of these committees can be very important in legitimizing the campaign and influencing factions of the community at an informal level.

Other methods of involving the community are also recommended in the journals. These include soliciting the support of the PTA,[13] civic and service groups,[14] and local leaders.[15] Several authors[16] stress the importance of continued good public relations between the schools and the public.

> A continuous program of public relations, rather than a single intensive bond election campaign, is necessary. Citizens should be invited to review the proposed educational and financial program, and their suggestions taken into consideration.[17]

There is generalized agreement that a continuous public relations program is desirable. Again, suggestions are limited on how to implement and maintain a "continuous public relations" program. These suggestions are usually locality bound and present successful methods used in a specific district.

Local power structure Other than the article by Stone[18] none of the authors already cited in this report has suggested using the informal community power structure to the school's advantage. Kimbrough[19] attributes this to the board and superintendent's lack of knowledge of the informal power structure. He says this lack of knowledge is due, in part, to the fact that the school administrators are often not in the same social strata as the community influentials. Kimbrough suggests that educators take advantage of community power leaders and include them in their lay advisory committees. Cahill, et al.[20] concur with Kimbrough.

The fact that the use of an informal power structure goes against the current ideals of educators is revealed by the writings of prominent educational text authors. Morphet, et al.[21] recognizes the existence of such informal power structures and suggests that educators might use them. However, he cautions his readers to avoid being unduly influenced by them and suggests instead that school administrators exert their leadership over these groups. (If, however, the school administrators are not in the same social strata as the power leaders, this will be difficult if not impossible.) Morphet continually stresses the democratic ideal in educational decision making.

Voter turnout The use of the mass media and publicity campaigns is proposed not only to inform the electorate, but also to encourage a large voter turnout. Numerous articles[22] are devoted to the topic of encouraging all eligible voters to register and vote. Postcards, telephone calls, and face-to-face contacts are the most frequently suggested techniques. The reasoning behind this desire to encourage voter turnout is seldom discussed. One author, however, did propose concentrating on turning out those most likely to "vote favorably."[23] The research findings on the topic of voter turnout and election results will be discussed under a later heading.

Other publications The professional journals also contain other articles relevant to bond issues. Some bond elections pass only to be invalidated because of incorrect procedures. Legal advice is available from experts.[24] Discussions may be found on the use of experts in the field of school financing and building.[25]

Empirical research

Very little basic research is available on the subject of passing school bond issues. Samples are generally small, and duplication of effort abounds, with little attempt at integration of results. Although some significant relationships have been found in each study, the differing methods used make it difficult to generalize from these diverse studies. Further there is a lack of consensus on the conclusions that have been reached. The empirical research containing some of the findings will be discussed under theses, and other publications.

Theses The relationship between various techniques, strategies and situational factors, and passage or failure of school bond issues has been the subject of several theses.[26] Bregman and Overson[27] conducted identical studies of school bond issues in Iowa, their samples differing as to the population of the communities in which bond elections were held. They constructed questionnaires to collect the following kinds of data: general financial, purpose of the proposal, use of citizens groups, and number of election attempts. Correlation analysis was used by Bregman with a sample size of 86. Trends were revealed, but few significant correlations appeared. No significant relationships were found between passage, and financial aspects of the bond issue (e.g. amount of the issue, assessed evaluation), purpose of the bond issue, and percent voter turnout. It was noted that organized opposition was negatively related to passage of bond issues. A school building survey by outside experts plus the use of a citizen's committee was significantly related to success of the bond issue. Similar results were obtained by Overson with a sample of 78 Iowa school districts.

From data collected from school superintendents in 97 Iowa districts, Kasperbauer[28] found that 72 districts passed school bond issues in 1957-58. The questionnaire contained items relevant to the district, the bond issue, the campaign, and the superintendents. No significant relationships were found between passage of the bond issue, and the existing millage levy, assessed evaluation, statement of the issue, use of experts, the use of lay study committees, the presence of a 2½ mill schoolhouse tax levy, and the tenure of the superintendent. A significant negative relationship was found between passage of the issue and the amount of the issue. The superintendents felt that intensity of the need was the greatest single reason for passage, and increased taxes was the greatest single reason for failure of a school bond issue.

Keating[29] used a sample of 10 Class III school districts in Nebraska which held school bond elections between 1948 and 1962. Questionnaires were administered to the superintendent, newspaper editor, a P.T.A. or citizen's committee member, and a member of the board of education. Analyzing his data Keating concluded that the following procedures were effective: hire an architect early, use a survey consultant, use a detailed campaign plan, brochures, telephone on election day, use the P.T.A., provide rides to the polls, door-to-door campaigning, and a speakers' bureau. Procedures to be avoided are: poor public relations, poor communications between the school system and the voters, poor timing, too long a campaign, and not understanding the opposition. In general he concluded that the superintendent must involve the community and provide the voters with all the facts.

Other research In 1961 Carter and Savard completed a study for the U.S. Department of Health, Education, and Welfare on the Influence of Voter Turnout on School Bond and Tax Elections.[30] One thousand fifty-four school districts holding 1,512 bond elections and 1,118 tax elections between 1948 and 1959 were surveyed by means of a questionnaire sent to the superintendents. The average turnout of eligible voters was 36.3 percent with a standard deviation of 26.9. The results indicated that larger districts had smaller turnouts, but turnout increased with the amount of the issue. A consistent relationship between voter turnout and passage or failure was revealed, with large turnouts accompanying issues that failed. However, when the voter turnout reached 63 percent, elections succeeded as regularly as they failed. Carter and Savard conclude that increased voter turnout is potentially dangerous if no selectivity is sought among the additional voters.

In 1953 a study was conducted by Smith in the Los Angeles city school district relative to a 1946 successful bond election.[31] Data were collected on the official election returns, the socio-economic characteristics of the population, and promotional techniques. Smith has summed up the problem faced by school administrators in winning the electorate to the cause of education:

> There have been, apparently, so many variables that most administrators - and most public relations experts - have in meeting their public relations problems, poured into one vessel all their "medicine," given it a vigorous shake, and administered the potion, hoping that some one of the ingredients would have the desired effect. School bond issues have been conducted in about the same fashion.[32]

Definite positive relationship were found between support of the bond issue, and occupational status, educational achievement, economic status, and the presence of school age children. The need for new facilities was not found to be a factor in increasing the favorable vote. Some of the recommendations made by Smith were to: state the issue in general terms, organize a committee aimed at getting out the mass of ordinary voters, have a short (one week) active bond campaign, do not use the pupils (this will be labeled as exploitation by the opposition), and most importantly, know the areas of favorable and unfavorable sentiment, and prepare your campaign accordingly. The campaign for more voters must be selective.[33]

Bush and Deutschmann[34] studied the characteristics of voters in a school bond election in California in 1954. The sample consisted of 612 individuals drawn from the registered voter population (not all voted). The voters, relative to the non-voters, were younger, had higher incomes and upper class occupations, and were more likely to be women. The non-voters were composed of more single, divorced, separated or widowed persons. They were also older and had lived in the community for a shorter time. The most consistent difference between "yes" voters and "no" voters was that the "yes" voters were younger and more often had children in the public schools.

The Iowa Center for Research in School Administration conducted a study of member school districts for the purpose of inventigating, " . . . the relationship between several factors present in a school bond campaign within the framework of a number of frequently expressed myths."[35] The following were found not to be related to passage or failure of school bond issues: the time of year, the per-pupil assessed evaluation, the grade level to be served by the construction, the type of construction, and the district enrollment. Since the above were found not to be relevant, the following factors were suggested as being possibly more meaningful in determining success:

1. The development of a continuous public relation program.
2. The enlistment of community power leaders.
3. The organization of broad-based citizen's committees.
4. The interpretation of the basic problems rather than emphasis on dollars.

Government and university publications

A variety of publications offering school bond campaign suggestions is available from state and national government agencies[36] and universities.[37] Also available are financial statistics for the nation and individual states.[38] The University of the State of New York offers a publication advising on the usefulness of lay advisory committees.[39] The Iowa State Department of Public Instruction presents a step-by-step outline for schools to follow in their building programs.[40] Among their recommendations they advise the following:

> An extensive campaign, extending over a period of weeks should be planned, and a definite program for getting out the vote should be included.[41]

Summary

In examining the literature one may see that the school administrators, in their professional journals, are proposing the use of multitude of techniques which have not consistently been proven to be either advisable or inadvisable. One of their greatest concerns is getting the electorate out to vote, yet studies have indicated that indiscriminate solicitation of the voters does not necessarily lead to school bond issues passing. The majority of empirical studies which have been done are overlapping and incomplete. Despite the copious literature available on school bond issues, few conclusions have been established.

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SECTION II

THEORETICAL ORIENTATION AND METHODOLOGY

In order to make a logical and productive approach to the analysis of a problem, one should start with a theoretical orientation to that problem. Theoretical orientation is used to mean the specification of concepts or variables that will constitute the focus of data gathering and analysis. The choice of concepts, with their definitions, specifies what is to be observed and analyzed. The vast number of phenomena extant in any social situation makes it imperative to choose certain phenomenon for observation, measurement and analysis. If one is attempting to understand or predict relationships the concepts chosen must have logical possibilities of being related. Building toward generalizations and theory is not only dependent upon defining and classifying phenomena but also on the establishment of relationships between and among these phenomena. The concepts whose interrelation is to be tested can be obtained from two major sources: 1) derived from existing theories and propositions, and 2) from constructed relationships perceived to exist in the empirical world. A combination of these two approaches is used in this report.

In Chaper 3 a complex theoretical orientation is discussed. A more simplified theoretical orientation is developed that is believed to be more appropriate for this limited, exploratory study.

The sampling and field procedure used in this study is specified in Chapter 4.

CHAPTER III

THEORETICAL ORIENTATION

A Complex Model for the Study of School Bond Issues

The process involved in a school bond campaign may be viewed as instigated social change in the community (or school district). Social change is a complex process involving many different variables, steps, strategies, specific actors, functions and processes. This process of social change may be conceptualized in a number of ways. One of the more exhaustive approaches is the social action construct.[1]

In brief summary, the following assertions and concepts are presented by the authors of the construct. The social action model provides a framework for the analysis or planning of social action. The various steps and stages of social change take place within the context of a social system. The social system in this case is the school district. Instigated social change begins with the definition of the problem or need. This step is referred to as the convergence of interest. The convergence group is usually composed of a relatively small group of people. The first steps that should be taken by the convergence group is an analysis of the prior social situation, and the relevant social systems and sub-systems influencing the issue upon which action is to be taken. At various stages in the social action model, action must be initiated, legitimized, and the information diffused to the relevant individuals and systems. The members of the relevant social systems must be made aware of the need for the proposed change, and their committment to act must be enlisted. Long run objectives must be formulated, and decisions made on the means to be used to achieve these objectives. These means must be operationalized, an organizational structure developed, resources mobilized, and the means implemented. This is a cursory review of the relatively complex social action model which can be used to evaluate social action of this kind. No extensive presentation of this model will be made here because the model has not been strictly followed in reporting the results in this study. However, the stages of the model have been used to aid in logically ordering the tables presented in this data book.

It can be noted that a social action framework has been used to aid in ordering the tables, but the variables necessary to the social action model have not all been operationally defined and measured in this study.

Theoretical Orientation of this Data Book

The social action model is only briefly outlined above. The complete model is complex and requires much time, effort, and data to operationalize. The entire process, costly in time and money, must be analyzed if one is to test the efficacy of this model for understanding and predicting this type of social action. Because of the complexity and cost of using the social action model to analyze the processes accompanying school bond issues, it was decided to use a less ambitious model.

The major reasons for using a simpler model, other than the cost in time and money were 1) the need for descriptive data to determine the boundaries and elements of the situation and 2) the possibility that a simpler model, relatively easy to operationalize and with a simple method of data collection, might provide a basis for description, understanding, and prediction.

In the introduction of Sociology Today, Robert K. Merton says that a relatively simple framework should first be employed to see if simple descriptive frameworks are sufficient to analyze the data in the new area of social interaction.[2] The review of literature pertaining to bond issues has indicated a general lack of theory and a lack of integrating or interrelating the loosely generalized concepts.

Therefore a simplified framework was used. It includes some of the social action variables. However, with the simplified model the method of data collection and analysis is simpler and less costly in time and money. It is, however, admittedly less exhaustive.

It is assumed that the objective of holding a bond issue election is to secure passage of the bond issue. As stated above, this type of social action is composed of a complex interrelation of many steps, strategies, actors, target audiences, functions, processes and variables. In the simplified model used in this study an attempt was made to organize these variables into meaningful categories in time sequence. It is believed this model should be of value for both planning, and research and analysis purposes. The general conceptual categories and sub-general concepts used in this simplified model will now be discussed.

Existing situation

Each bond issue is introduced into an existing situation. There are certain variables that are fixed--they are of historical record or are present facts that must be taken as given. This is not to deny that campaign strategy may take advantage of them, attempt to modify them or change their salience.

Four major sub-general concepts are specified under the general concept, existing situation: *demographic variables* such as the population of the school district and school enrollment; *economic variables* which include assessed evaluation per resident pupil, total school millage levy, and whether or not the 2½ mill school house levy was in effect; *educational institutional variables* operationalized in this study as type of school district and whether or not a parochial school was in the district; and prior *bond elections*.

The bond issue

There are judged to be certain elements of the bond issue itself and the statement of the bond issue that may affect the bond campaign strategy and the ultimate results of the election.

Three sub-concepts are included under this general concept: the stated purpose of the bond issue; the statement of the bond issue--in general or specific terms; economic changes proposed, including the amount of the bond issue and the millage increase.

Election strategy

Participation of individuals and groups Within the context of the existing situation and the stated purposes and economic implications of the bond issue those responsible usually develop a plan or strategy to attempt to secure a favorable vote on the bond issue. Certain *individuals* and *groups* are involved to help perform the many tasks or functions needed in the campaign. Individuals such as the superintendent, the principal, consultants from the state department of education and private consultants are often involved in studying, making recommendations, and actually helping carry out the planned campaign. Groups such as the board of education, lay advisory committees, P.T.A.'s, service clubs, social groups, church groups, political groups and patriotic groups often participate. One or many of these individuals and groups may become involved in performing tasks and functions such as: evaluating the present education program, surveying the present facilities, determining school building needs, selecting an architect, selecting the building site, designing and planning the proposed building, and planning the financing of the buildings.

Timing is often suggested as an important element of election strategy. Timing may include such sub-concepts as: the time of the year the election is held, the amount of time between the announcement of the bond issue and the election, the amount of time between the mounting of the publicity campaign and the election, and the amount of time between bond issues.

Communication strategy In any successful social action program there is need to communicate with and inform the relevant publics in order to secure a definition of need that will lead to favorable action by the members of these relevant publics. Many communication channels and techniques are available for use in bond issue campaigns, e.g., the mass media, bulletins and brochures, sample ballots, posters, direct mail letters, letters to the editor, sound trucks, parades, public meetings, speakers bureaus, student presentations, house-to-house canvasses and telephone contacts. Supporting services such as transportation to the polls and baby-sitting services may be offered.

The vote

The end in view of the campaign is to secure a favorable vote on the bond issue. Thus, within this framework, the election results are the measure of success or failure of all the planning and execution that goes into the bond issue activity. Three sub-variables are suggested in this study: issue passed or failed in the election, percent of affirmative votes, and percent of eligible voters voting.

Evaluation

From both the planning and implementation, as well as a research point of view, evaluation may be considered as a continuous process that should be carried out at all stages of study, planning and implementation.

Additional evaluation can also be carried out, by both those involved in action and the researcher after the election.

In this report data are presented on the superintendents' evaluations of various individuals, groups and techniques used as well as a more general evaluation of the variables that they believed contributed to the success or failure of their particular bond elections.

This simplified model with the general level concepts and sub-concepts is summarized in Figure 1.

To the extent that the logic of presentation and the data allow, this basic model will be followed in presenting the data in the Findings Section of this report.

Existing Situation	The Bond Issue	Election Strategy	The Vote	Post-Election Evaluation
Time				
Demographic Economic Structural Election history	Purpose of election Statement of the issue Economics	Involvement and responsibilities assumed by selected individuals and groups in selected task areas Timing of election Communications strategy	Pass-fail Percent affirmative vote Voter turnout	Importance of selected variables in passage or failure of bond issue

Figure 1. SUMMARY OUTLINE OF SIMPLIFIED TIME SEQUENCE, SOCIAL ACTION MODEL OF SCHOOL BOND ELECTIONS

FOOTNOTES

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   Loomis, Charles P. and Beagle, J. Allen. *Rural Sociology: The Strategy of Change*. Prentice-Hall, Inc. Englewood Cliffs, New Jersey. 1957.

2. Merton, Robert K., Broom, Leonard and Cottrell, Leonard S., Jr. (eds.). *Sociology Today*. Basic Books, Inc. New York. 1959.

CHAPTER IV

SAMPLING AND FIELD PROCEDURE

Determination of the Population

The study included all Iowa school districts maintaining a public high school which had held bond elections for educational or educational related facilities during the five year period of January 1, 1960, through December 31, 1964. Finding that state agency records of school bond issues were incomplete, letters were sent to all county superintendents of schools, and to the superintendents of all public high schools, junior high schools and community college districts in Iowa. It was found that 209 school districts held a total of 364 election attempts during the designated five year period. For the most part, data from the most recent elections are reported in this monograph. Attributed influence of various groups, the use of lay committees and professional consultants, and all other data relating to a specific election deal with the last election reported. Notable exceptions are the number of elections held and whether they were successful.

The responses obtained represent the attitudes and knowledge of the superintendents. Hence they are his perception of the situation. These perceptions were not cross-checked against other individuals on the scene at the time of the election. This would be an interesting check in future studies. In general, the superintendents have responded to factual questions by going to the files to obtain information about the school and district population, the size of the bond issue, etc. Attitudinal questions represent recall on the part of the respondents and are subject to the usual criticism of decay due to the time lapse since the election occurred. Still these data represent the best available for current analysis of the magnitude of the phenomenon under study. Not all superintendents completed the questionnaire. Ninety-three percent (195) of the 209 districts are represented in this analysis.

Description of the Instrument

An eight page questionnaire was constructed and mailed to all superintendents who met the following criteria:

1) the district held a school bond election during the period January 1, 1960, to December 31, 1964,
2) the election was for educational or related purposes,
3) the election could have been for elementary, secondary or junior college districts.

Information relating to five areas of concern was sought. The areas and the kinds of information sought are summarized below:

1) Part one contained items relative to the purpose of the issue, the financial condition of the district, and general information about the district. (economic and demographic characteristics)
2) Part two contained items concerning the public relations and publicity techniques used in the campaign. (communications variables)
3) Part three contained items relevant to the probable reasons for approval or disapproval of the bond issue. (perceptual attitudes)
4) Part four contained items designed to determine the degree of responsibility assumed by individuals and groups for the educational, building and bond needs. (group involvement)
5) Part five contained items designed to ascertain personal and professional information about the district superintendent.

The non-parametric chi-square statistic is appropriate for the kind of data collected in this study. Due to the small number of cases in some cells categories have been combined. Where this has occurred, a footnote appears at the bottom of the table indicating which cells have been combined. The statistic has been computed on the pass-fail dichotomy, but the totals for each column and row total as well as the percentage distribution is presented for each table. Some continuous variables have been used in computing chi-squares to examine pass-fail differences. Additional reports centering on more thorough analysis of the data have used these variables in analysis of variance, zero order and multiple correlations and regression analysis for predicting election outcome.

The 5 percent level of significance has been used as the basis of accepting significant differences. This level is almost standard in social science statistical evaluations. Since this data book does not test hypotheses this significance level is less critical. As a result the degrees of freedom and the required chi-squares are presented in each table where the statistic has been used. The reader may evaluate for himself how "close" the computed chi-square was to being significant in cases where they were not.

Collection of the Data

On April 1, 1965, the questionnaires with accompanying letters and self-addressed, stamped return envelopes were sent to the superintendents of the 209 schools. Two follow-up letters were subsequently sent to superintendents not responding. A total of 195 superintendents responded which represents a 93 percent return from the districts eligible.

SECTION III

FINDINGS

There are two major objectives to be served by the presentation of findings in this data book. The first is to present frequency distributions on the variables derived in the theoretical orientation chapter. Three frequency distributions are presented for each variable: the total distribution for each variable and the distributions for successful and unsuccessful elections. The second objective is to determine if there are significant relationships or differences when successful and unsuccessful elections are compared for each of the variables.

In the case of the second objective, the dependent variable is the pass-fail dichotomy. A 60 percent affirmative vote is necessary to pass a bond issue in Iowa. A large number of independent variables are analyzed. These independent variables were specified at a general level in the theoretical orientation section. To the extent that the logic of presentation and available data will allow, the time sequence model developed in the theoretical orientation will be followed in the presentation of the findings. There are two general exceptions to this order of presentation. First, since all of the tables are presented and analyzed in the framework of successful and unsuccessful elections, it appears logical to present the distribution of affirmative votes and the number of and percent of the elections which passed or failed at the very beginning of the findings section. These data provide a context for all of the analyses that follow. These data will be presented in this introduction to Section III. The second exception is in regard to the evaluation of the roles of various individuals, groups and techniques. These evaluations were gathered after the completion of the elections. However, the evaluations are presented in findings as the use non-use of each individual, group or technique is discussed in the chapter on the strategy used in the bond issue campaigns.

To provide a framework for reading a general level outline of order of presentation is given.

The Vote (Presented in this Section)

    Percent affirmative vote
    Election, pass or fail

Existing Situational Variables (Chapter V)

    Demographic
    Economic
    Educational institutions variables
    Election history

The Bond Issue (Chapter VI)

    Changes resulting from proposal if successful
    Statement of the issue
    Purpose of the issue

Election Strategy (Chapter VII)

    Group participation
    Responsibilities assumed
    Timing
    Communications strategy

Voter Turnout (Chapter VIII)

Evaluation (Chapter IX)

ANALYSIS OF FINDINGS

The dependent variable of central concern in this report is the pass-fail dichotomy. A 60 percent affirmative vote is necessary in order to pass a bond issue in Iowa. The required percentages among the 50 states varies from 50 percent, to a two-thirds majority. (66.67 percent). Therefore, when the dependent variable is dichotomous (pass-fail) chi-square is an appropriate statistical test when analyzing two variable relationships when both variables are discrete.

In some cases in the present analysis it may be argued that one of the variables is continuous rather than discrete, e.g. evaluation of responsibility by using little, some, much, and very much. However, it may be argued that this theoretical continuous variable was measured in discrete terms since only four categories were used in measurement rather than 0 to 100 percent responsibility. The four categories may be considered as ordinal, thus chi-square would be appropriate. Further - it may be pointed out that chi-square is considered a relatively robust statistic, i.e., even with certain deviations from the assumptions of chi-square it will still provide an adequate test. In certain instances analysis of variance was also used to determine if statistical results and inferences were similar.

The statistical purist may note some tables contain cells with small numbers, e.g. the expected frequency is less than five. In some cases these cells with small frequencies have been combined for statistical analysis. In other cases, using small cell frequencies did not appear to be as great a violation as the arbitrary combination of categories to obtain sufficiently large cells to meet the basic assumptions of chi-square statistic. The reader may wish to judge whether small cell frequencies would affect the computed statistic in specific cases where this occurs. Finally, where the distribution showed little or no variance, no statistic is presented.

The chi-square analysis was computer programmed and in a very limited number of cases "no" answers were included in the analysis. The cases were examined further and it is believed that the inferences drawn are consistent with results that would have been drawn had these answers been eliminated from the analysis. The specific computed chi-square values reported are obviously a partial function of the number of places to which the computations were carried in the programming process.

Voting Results

As stated above, it appears logical to present the results of the elections at this point since all of the tables that follow are presented in terms of total distributions and distributions for those elections that passed and those that failed. The results of the 195 Iowa school bond elections studied are presented in terms of percentage affirmative votes in Table 1.

Table 1. Percent affirmative vote by passage, failure and total elections

Percent affirmative vote	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
0 - 9.9	0	0.0	0	0.0	0	0.0
10.0 - 19.9	0	0.0	2	4.9	2	1.0
20.0 - 29.9	0	0.0	4	9.8	4	2.1
30.0 - 39.9	0	0.0	4	9.8	4	2.1
40.0 - 49.9	0	0.0	11	26.8	11	5.6
50.0 - 59.9	0	0.0	20	48.7	20	10.2
60.0 - 69.9	70	45.4	0	0.0	70	36.0
70.0 - 79.9	47	30.5	0	0.0	47	24.1
80.0 - 89.9	27	17.6	0	0.0	27	13.8
90.0 - 99.9	10	6.5	0	0.0	10	5.1
Total	154	100.0	41	100.0	195	100.0

It may be noted that of those bond issues that passed, the decile containing the largest percentage of elections (45.4%) was the 60.0 - 69.9 percent category. Of those bond issues that failed, the decile containing the largest percentage of elections (48.7%) was 50.0 to 59.9 percent. Approximately half of the elections (46.2%) were closely contested, within ten percent above or below the 60 percent affirmative vote required for passage. The wide distribution in percent of affirmative votes may also be noted.

CHAPTER V

EXISTING SITUATIONAL VARIABLES

Some conditions in each school district are established and must be taken as given in school bond elections. These conditions have been categorized as demographic variables, economic variables, educational institution variables, and prior bond election experiences.

Demographic variables

The demographic variables examined were population of the school district (Table 2), and total school enrollment (Table 3). Inspection of Table 2 reveals that 75.9 percent of the school districts in Iowa holding school bond elections in the five-year period had district populations of less than 8,000. This is to be expected since Iowa contains relatively few large cities.

The computed chi-square of 5.788 was not significant, indicating that the population of the school district was not related to passage or failure of school bond issues.

Table 3, total school enrollment, parallels Table 2, population of the school district, in that the total school enrollment is proportionately related to population of the school district.

The computed chi-square of 10.252 was significant beyond the five percent level of confidence, indicating that total school enrollment was related to passage or failure of school bond issues. A great percentage of the districts were relatively small. Those districts with under 1,000 and over 3,000 enrollment had the highest rate of successful elections. The failure rate was highest in the 1,000 to 2,000 enrollment category.

Economic Variables

The economic variables examined in this study were assessed valuation per resident pupil, total school millage levy, and whether a 2½ mill school house levy was in effect at the time of the election.

Table 4 indicates the relationship between assessed valuation per resident pupil, and passage and failure. The majority of districts (89.3%) had a per-pupil assessed valuation of between \$5,000 and \$14,999. Only four Iowa districts, or 2.1 percent of the districts holding bond elections in the last five years, had a per-pupil assessed valuation greater than \$20,000.

Table 2. Population of the school district at the time of the bond issue election by passage, failure, and total elections

Population of school district	Pass		Fail		Total	
	No.	%	No.	%	No.	%
0 - 3,999	83	53.9	17	41.5	100	51.3
4,000 - 7,999	34	22.1	14	34.1	48	24.6
8,000 - 11,999	17	11.1	7	17.1	24	12.4
12,000 - 15,999	6	3.9	2	4.9	8	4.1
16,000 - 19,999	2	1.3	0	0.0	2	1.0
20,000 - 23,999	1	0.6	0	0.0	1	0.5
24,000 - 27,999	2	1.3	0	0.0	2	1.0
28,000 - 31,999	1	0.6	0	0.0	1	0.5
32,000 - 35,999	1	0.6	1	2.4	2	1.0
36,000 or more	7	4.6	0	0.0	7	3.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 5.788 - not significant at 5 percent level with 4 degrees of freedom.

X^2 = 9.488 is required for significance level at 5 percent with 4 degrees of freedom.

Data were combined into 5 categories of 0-3,999; 4,000-7,999; 8,000-11,999; 12,000-15,999; and 16,000 or more for X^2 analysis.

Table 3. Total school enrollment (K-12) at the time of the bond issue election by passage, failure and total elections

School enrollment	Pass		Fail		Total	
	No.	%	No.	%	No.	%
0 - 999	87	56.6	17	41.5	104	53.4
1,000 - 1,999	35	22.7	19	46.3	54	27.7
2,000 - 2,999	16	10.4	4	9.8	20	10.3
3,000 - 3,999	2	1.3	0	0.0	2	1.0
4,000 - 4,999	3	1.9	0	0.0	3	1.5
5,000 - 5,999	2	1.3	0	0.0	2	1.0
6,000 - 6,999	1	0.6	1	2.4	2	1.0
7,000 - 7,999	2	1.3	0	0.0	2	1.0
8,000 - 8,999	0	0.0	0	0.0	0	0.0
9,000 - 9,999	0	0.0	0	0.0	0	0.0
10,000 and over	6	3.9	0	0.0	6	3.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 10.252 - significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Data were combined into 4 categories of 0-999; 1,000-1,999; 2,000-2999; and 3,000 and over, for X^2 analysis.

Table 4. Amount of assessed valuation per resident student at the time of the bond issue election by passage, failure, and total elections

Assessed valuation in dollars	Pass		Fail		Total	
	No.	%	No.	%	No.	%
0 - 4,999	8	5.2	0	0.0	8	4.1
5,000 - 9,999	86	55.9	17	41.5	103	52.8
10,000 - 14,999	51	33.1	20	48.7	71	36.4
15,000 - 19,999	7	4.5	2	4.9	9	4.6
20,000 or more	2	1.3	2	4.9	4	2.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 7.610 - not significant at 5 percent level with 4 degrees of freedom.

X^2 = 9.488 is required for significance level at 5 percent with 4 degrees of freedom.

The chi-square computed between per-pupil assessed valuation and passage or failure was 7.610 which was not significant, indicating that per-pupil assessed valuation was not related to outcome of school bond issues.

Table 5 shows the relationship between total school millage levy and passage of the school bond issue. The distribution was widely dispersed from the lowest to the highest decile.

The computed chi-square of 12.033 was not significant; therefore, one may conclude that the total existing millage levy was not related to passage or fialure of school bond issues.

Table 6 shows the association between the 2½ mill schoolhouse levy being in effect and election outcome. This tax levy must have been voted in by the electorate of the district at an earlier time. The income from this levy is for the continuous maintenance of school buildings.

Table 5. Total school millage levy (general, schoolhouse, special courses) at the time of the bond issue election by passage, failure, and total elections

Total school millage levy in mills, 1.0 = 1 mill	Pass		Fail		Total	
	No.	%	No.	%	No.	%
0.00 - 9.99	36	23.4	9	21.9	45	23.1
10.00 - 19.99	9	5.8	5	12.2	14	7.2
20.00 - 29.99	14	9.1	4	9.8	18	9.2
30.00 - 39.99	16	10.4	1	2.4	17	8.7
40.00 - 49.99	14	9.1	2	4.9	16	8.2
50.00 - 59.99	10	6.5	7	17.1	17	8.7
60.00 - 69.99	8	5.2	1	2.4	9	4.6
70.00 - 79.99	10	6.5	5	12.2	15	7.7
80.00 - 89.99	21	13.6	3	7.3	24	12.3
90.00 - 99.99	16	10.4	4	9.8	20	10.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 12.033 - not significant at 5 percent level with 9 degrees of freedom.

X^2 = 16.919 is required for significance level at 5 percent with 9 degrees of freedom.

Table 6. 2½ mill schoolhouse tax levy in effect at the time of the bond issue election by passage, failure and total elections

2½ mill schoolhouse tax levy	Pass		Fail		Total	
	No.	%	No.	%	No.	%
In effect	32	20.8	3	7.3	35	17.9
Not in effect	122	79.2	38	92.7	160	82.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.984 - significant at 5 percent level with 1 degree of freedom.

X^2 = 3.841 is required for significance level at 5 percent with 1 degree of freedom.

The computed chi-square of 3.984 is significant at the five percent level of confidence indicating that the 2½ mill schoolhouse levy is significantly related to the outcome of school bond elections. A higher percent of those districts with the levy passed their bond issues.

Educational institutions variables

The educational institution variables in this study are district type (Table 7), and presence of a parochial school in the district (Table 8). The possible types of school districts are: community, consolidated, independent, and others.

Table 7 indicates that the majority (87.2%) of schools in Iowa holding bond elections in the last five years were community school districts.

Table 7. Type of district organization at the time of the bond issue election by passage, failure, and total elections

Type of district organization	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Community	133	86.4	37	90.3	170	87.2
Consolidated	6	3.9	0	0.0	6	3.1
Independent	14	9.1	3	7.3	17	8.7
Other	1	0.6	1	2.4	2	1.0
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.781 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

The chi-square of 2.781 computed between type of district organization and outcome was not significant indicating that the type of district organization was not related to the outcome of school bond issues.

Table 8 shows whether there was a parochial school present in the district at the time of the bond election. This question was included because it is sometimes felt that school bond elections are defeated by voters whose

Table 8. Parochial school operating in the district at the time of the bond issue election by passage, failure, and total elections

Parochial school in district	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Yes	68	44.2	19	46.3	87	44.6
No, no response	86	55.8	22	53.7	108	55.4
Total	154	100.0	41	100.0	195	100.0

X^2 = .062 - not significant at 5 percent level with 1 degree of freedom.

X^2 = 3.841 is required for significance level at 5 percent with 1 degree of freedom.

taxes would be raised, but who would not benefit from the new school facilities. This group would include those whose children are out of school now, the childless, and those whose children go to parochial schools. Less than half (44.6%) of the districts involved in elections contained parochial schools.

The computed chi-square of .062 was not significant, indicating that the presence of a parochial school in the district was not related to the outcome of the bond elections.

Election history

Tables 9 through 12 show the results of prior bond election experience in the school district. It has been noted that school districts displayed a tendency toward a history of either successful or unsuccessful elections.

Table 9 indicates the relationship between the number of school bond elections held in the district in the last five years and passage or failure of the most recent election. The range was from 1 to 9 elections. The majority (63.1%) of the school districts studied had held only one school bond election in the past five years.

The computed chi-square of 20.141 was significant at the one percent level of confidence, indicating that the number of elections held in the past five years is related to the outcome of school bond elections. The smaller the number of elections in the past five years, the larger the percent of last elections that passed.

Table 9. Number of attempted bond issue elections during the period January 1, 1960 to December 31, 1964 by passage, failure, and total elections

Number of attempted elections	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
1	105	68.2	18	43.8	123	63.1
2	28	18.2	7	17.1	35	17.9
3	10	6.5	4	9.8	14	7.2
4	4	2.6	8	19.5	12	6.2
5 or over	7	4.5	4	9.8	11	5.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 20.141 - significant at 1 percent level with 4 degrees of freedom.

X^2 = 13.277 is required for significance level at 1 percent with 4 degrees of freedom.

Table 10 shows the relationship between the number of successful school bond elections held in the district in the last five years and passage or failure of the most recent election. The range is from 0 to 4 successful elections. One may expect districts succeeding in their election attempts to hold fewer elections. A successful election generally eliminates the need for further elections in the near future. The data are not amenable to chi-square analysis since there is no variance due to the method of classification.

Table 11 shows the relationship between the number of unsuccessful school bond elections held in the district in the last five years and the passage or failure of the most recent election. The range is from 0 to 9 unsuccessful elections.

One may expect those districts holding several elections to have more unsuccessful elections. An unsuccessful election leaves the district still with the original need for new facilities, and therefore, another bond election. The data are not amenable to chi-square analysis.

Table 10. Number of successful bond issue elections during the period January 1, 1960 to December 31, 1964 by passage, failure, and total elections

Number of successful elections in past five years	Pass		Fail		Total	
	No.	%	No.	%	No.	%
0	0	0.0	39	95.2	39	20.0
1	133	86.4	1	2.4	134	68.8
2	17	11.1	0	0.0	17	8.7
3	3	1.9	0	0.0	3	1.5
4	1	.6	1	2.4	2	1.0
Total	154	100.0	41	100.0	195	100.0

Table 11. Number of unsuccessful bond issue elections during the period January 1, 1960 to December 31, 1964, by passage, failure, and total elections

Number of unsuccessful elections	Pass		Fail		Total	
	No.	%	No.	%	No.	%
0	123	79.9	0	0.0	123	63.1
1	16	10.4	20	48.8	36	18.5
2	5	3.2	6	14.6	11	5.6
3	4	2.6	4	9.8	8	4.1
4 or more	6	3.9	11	26.8	17	8.7
Total	154	100.0	41	100.0	195	100.0

Table 12 shows the relationship between the length of time since the last election, and passage or failure of the most recent election. The range was from less than one month to 42 years. More than 25 percent had not held elections within eight years of the most recent election; however, almost 25 percent had held two or more elections within one year. Inspection

Table 12. Length of time since last bond issue election by passage, failure, and total elections

Length of time since last election	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Less than 2 years	42	27.3	22	53.7	64	32.9
2 - 3 years	20	13.0	3	7.3	23	11.8
4 - 5 years	20	13.0	4	9.8	24	12.3
6 - 7 years	21	13.6	3	7.3	24	12.3
8 years or more	41	26.6	8	19.5	49	25.1
No answer	10	6.5	1	2.4	11	5.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 9.446 - not significant at 5 percent level with 4 degrees of freedom.

X^2 = 9.488 is required for significance level at 5 percent with 4 degrees of freedom.

Chi-square was computed on N of 184 with non-response omitted for this table.

of Table 12 reveals that of 41 districts which failed to pass their most recent bond election, 53.7 percent attempted their most recent election within two years of the previous election.

The computed chi-square of 9.446 was not significant at the 5 percent level, indicating that the length of time since the last election was not significantly related to election outcome.

CHAPTER VI

THE BOND ISSUE

The following tables (13-18) are concerned with those aspects of the present (most recent) bond issue proposal which may be related to the outcome of the bond issue. These variables may be classified as resulting changes in economic variables, statement of the issue, and purpose of the issue. The specific tables are: millage increase as a result of the issue (Table 13), amount of the issue (Table 14), statement of the issue (Table 15), specific purpose of the bond issue (Table 16), category of purposes (Table 17), and number of purposes (Table 18).

Changes resulting from proposal if successful

In rating factors as to their importance in effecting the failure of bond issues, the majority of superintendents cited increased taxes as most important. Table 13 shows the relationship between millage increase and passage or failure of school bond issues. The majority (86.7%) of the elections (if successful) would have brought about a millage increase of less than five mills.

Table 13. Millage rate increase as a result of the bond issue election by passage, failure, and total elections

Millage rate increase as a result of the election	Pass		Fail		Total	
	No.	%	No.	%	No.	%
0.00 - 0.99	24	15.6	8	19.5	32	16.5
1.00 - 1.99	35	22.8	6	14.6	41	21.0
2.00 - 2.99	27	17.5	8	19.5	35	17.9
3.00 - 3.99	30	19.5	11	26.9	41	21.0
4.00 - 4.99	14	9.1	6	14.6	20	10.3
5.00 - 5.99	17	11.0	2	4.9	19	9.7
6.00 or more	7	4.5	0	0.0	7	3.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 6.310 - not significant at 5 percent level with 6 degrees of freedom.

X^2 = 12.592 is required for significance level at 5 percent with 6 degrees of freedom.

The computed chi-square of 6.310 was not significant indicating that the millage increase as the result of a bond issue was not significantly related to the outcome of these bond issues.

If, as the superintendents stated, increased taxes are most important in defeating a bond issue, the amount of the bond issue should also influence the electorate. Table 14 shows the relationship between the dollar amount of the bond issue and passage or failure of the bond issue. The majority (70.2%) of the bond issues were for under $600,000.

Table 14. Dollar amount of the bond issue by passage, failure and total elections

Dollar amount of the bond issue	Pass		Fail		Total	
	No.	%	No.	%	No.	%
99,999 or less	22	14.3	5	12.2	27	13.8
100,000 to 199,999	26	16.9	6	14.6	32	16.4
200,000 to 299,999	17	11.0	7	17.1	24	12.3
300,000 to 399,999	17	11.0	4	9.8	21	10.8
400,000 to 499,999	18	11.7	5	12.2	23	11.8
500,000 to 599,999	7	4.6	3	7.3	10	5.1
600,000 to 699,999	14	9.1	2	4.9	16	8.2
700,000 to 799,999	10	6.5	3	7.3	13	6.7
800,000 to 899,999	3	1.9	1	2.4	4	2.1
900,000 to 999,999	6	3.9	1	2.4	7	3.6
1,000,000 or more	14	9.1	4	9.8	18	9.2
Total	154	100.0	41	100.0	195	100.0

No chi-square was computed due to the small cell frequencies and the loss of information due to combining cells into very large categories.

Statement of the issue

Much has been written concerning how the issue should be presented to the public. Some recommend giving the electorate specific details, while others insist that the proposal should be stated in general terms.

Table 15. Statement of the bond issue in general or specific terms by passage, failure, and total elections

Statement of the bond issue	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
General information	49	31.8	10	24.4	59	30.3
Specific details	103	66.9	31	75.6	134	68.7
No response	2	1.3	0	0.0	2	1.0
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.482 - not significant at 5 percent level with 2 degrees of freedom.

X^2 = 5.991 is required for significance level at 5 percent with 2 degrees of freedom.

Table 15 indicates the relationship between the statement of the issue in general or specific terms, and passage or failure. The computed chi-square of 1.482 was not singificant, indicating that the terms of statement of the issue was not related to the outcome of school bond issues.

Purpose of the issue

Table 16 lists all of the purposes for which the 195 bond issue elections were held. The purposes are listed in order of their total frequency. The sixth category in this table, other, includes such purposes as music rooms, bus garages, administrative offices and all-purpose rooms. The purposes listed in Table 16 were also grouped into categories. These categories are presented in order of frequency in Table 17.

Percentages are not presented in these tables since many of the bond issues were for more than a single purpose. No chi-squares were computed.

Table 18 contains the relationship between the number of purposes of a bond issue and success or failure. The majority of school districts (62.5%) held bond issue elections for more than one purpose.

The computed chi-square of 3.218 was not significant, indicating that there was no relationship between the number of purposes and the outcome of the election. Most districts sought funds for one or two purposes; however, some sought funds for seven different purposes.

Table 16. Purpose of the bond issue election by passage, failure, and total elections

Purpose of the bond issue election	N=154 Pass	N=41 Fail	N=195 Total
High school buildings	48	16	64
High school classroom additions	42	10	52
Elementary buildings	40	9	49
Elementary classroom additions	36	6	42
Gymnasium	27	8	35
Other	23	7	30
Cafetorium	20	7	27
Vocational & technical facilities	17	7	24
Remodeling of high school buildings	14	9	23
Junior high buildings	17	6	23
Junior high classroom additions	13	3	16
Gymnasium - aduitorium	12	4	16
Remodeling of elementary buildings	7	2	9
Auditorium	6	1	7
Remodeling of junior high school buildings	2	2	4
Junior or community college classroom additions	2	0	2

Table 17. Category of the purpose of the bond issue election by passage, failure, and total elections

Category of the purpose	N=154 Pass	N=41 Fail	N=195 Total
New facilities	88	26	114
Additions	71	16	87
Sports facilities	39	12	51
Remodeling	19	12	31
Vocational facilities	17	7	24
College facilities	2	0	2

Table 18. Number of purposes of the bond issue election by passage, failure, and total elections

Number of purposes	Pass		Fail		Total	
	No.	%	No.	%	No.	%
One	58	37.8	15	36.6	73	37.5
Two	49	31.8	9	22.0	58	29.7
Three	27	17.5	8	19.5	35	17.9
Four	15	9.7	6	14.6	21	10.8
Five	3	1.9	2	4.9	5	2.6
Six or more	2	1.3	1	2.4	3	1.5
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.218 - not significant at 5 percent level with 5 degrees of freedom.

X^2 = 11.070 is required for significance level at 5 percent with 5 degrees of freedom.

CHAPTER VII

BOND ELECTION STRATEGY

A variety of devices were used by the schools to inform the electorate of the need for and the value of new educational facilities. Among the devices considered important by superintendents are participation of various individuals and groups and the responsibilities assumed by them, the timing of publicity releases relative to the election, the support of community groups and individuals, and communications.

Participation

Participation of groups and individuals has been proposed by superintendents and other educators as one of the most important factors contributing to the success of school bond issues. Table 19 shows the relationship between the use of citizen's advisory committees and election outcome. The majority of districts (58.5%) used citizen's advisory committees.

Table 19. Use of an active citizen's advisory committee in planning and publicity for the bond issue election by passage, failure, and total elections

Use of citizen's advisory committee in planning and publicity	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Yes	87	56.5	27	65.9	114	58.5
No	67	43.5	14	34.1	81	41.5
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.168 - not significant at 5 percent level with 1 degree of freedom.

X^2 = 3.841 is required for significance level at 5 percent with 1 degree of freedom.

The computed chi-square of 1.168 was not significant, suggesting no relationship between the use of citizen's advisory committees and election outcome. This finding does not confirm the many articles presented in the literature review which advanced this technique as essential to successful elections.

Table 20 shows the perceived value of citizen's advisory committees by the district school superintendents. The computed chi-square of 26.111 is significant beyond the one percent level of confidence.

Table 20. Perceived value of the citizen's advisory committee in the planning and publicity of the election by passage, failure, and total elections.

Perceived value of the citizen's advisory committee	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Not used, no value	67	43.5	14	34.1	81	41.5
Little	2	1.3	5	12.2	7	3.6
Some	27	17.5	17	41.5	44	22.6
Great	58	37.7	5	12.2	63	32.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 26.111 - significant at 1 percent level with 3 degrees of freedom.

X^2 = 11.341 is required for significance level at 1 percent with 3 degrees of freedom.

As might be expected, those superintendents of districts whose bond issues passed assigned a higher value to the citizen's committees than did those superintendents of districts whose bond issues failed.

Table 21 indicates that the majority of districts (57.8%) used no outside professional help in the bond campaign.

The computed chi-square of 7.060 was not significant, indicating that the use of professional outside help, and the type of help used was not related to passage or failure of school bond issues.

Table 21. Use of outside professional help in the bond issue election by passage, failure, and total elections

Use of outside professional help	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
None	93	60.4	20	48.8	113	57.8
Bond personnel	15	9.8	1	2.4	16	8.2
State educational consultant	14	9.1	6	14.7	20	10.3
College consultant	10	6.5	3	7.3	13	6.7
Other	3	1.9	1	2.4	4	2.1
Combinations of the above	19	12.3	10	24.4	29	14.9
Total	154	100.0	41	100.0	195	100.0

X^2 = 7.060 - not significant at 5 percent level with 5 degrees of freedom.

X^2 = 11.070 is required for significance level at 5 percent with 5 degrees of freedom.

Table 22 contains the relationship between the value assigned to the P.T.A. and the election outcome. The first category collectively includes those districts where there was no P.T.A., where the P.T.A. was not active in the bond campaign, and those the superintendent rated of "no value."

Table 22. Value of the P.T.A. organization in the bond issue campaign by passage, failure, and total elections

Value of the P.T.A. in the issue	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
No P.T.A., not active, or no value	40	26.0	15	36.6	55	28.2
P.T.A. had little value	20	13.0	8	19.5	28	14.4
P.T.A. had some value	55	35.7	11	26.8	66	33.8
P.T.A. had great value	38	24.7	3	7.3	41	21.0
No response	1	.6	4	9.8	5	2.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 18.120 - significant at 1 percent level with 4 degrees of freedom.

X^2 = 13.277 is required for significance level at 1 percent with 4 degrees of freedom.

The computed chi-square of 18.120 is significant at the one percent level of confidence, indicating that the superintendents' perceptions of the value of the P.T.A. is related to election outcome.

Group participation

The district school superintendents were asked to evaluate the degree of participation in the bond campaign of the following: educational groups, church groups, service clubs, farm organizations, political groups, social clubs, patriotic groups, economic groups, and others. The perceived participation of these groups, and the relationship between participation and passage or failure, is found in tables 23 through 31. Education groups (Table 23), service clubs (Table 25), and economic groups (Table 30) were found to have the greatest degree of participation. None of the computed chi-squares were statistically significant, indicating that the superintendents' perception of participation by these groups was not related to election outcome. However, the participation of education groups approached significance--they were involved more in those districts which had successful elections.

Table 23. Degree of participation of educational groups in the bond issue campaign by passage, failure, and total elections

Degree of participation of educational groups	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	62	40.3	26	63.5	88	45.1
Some	47	30.5	6	14.6	53	27.2
Much	27	17.5	6	14.6	33	16.9
Very much	18	11.7	3	7.3	21	10.8
Total	154	100.0	41	100.0	195	100.0

X^2 = 7.588 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 24. Degree of participation of church groups in the bond issue campaign by passage, failure, and total elections

Degree of participation of church groups	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	113	73.5	26	63.4	139	71.3
Some	33	21.4	11	26.8	44	22.6
Much	7	4.5	4	9.8	11	5.6
Very much	1	0.6	0	0.0	1	0.5
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.694 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 25. Degree of participation of service clubs in the bond issue campaign by passage, failure, and total elections

Degree of participation of service clubs	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	73	47.4	22	53.7	95	48.6
Some	54	35.1	13	31.7	67	34.4
Much	22	14.3	6	14.6	28	14.4
Very much	5	3.2	0	0.0	5	2.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.700 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 26. Degree of participation of farm organizations in the bond issue campaign by passage, failure, and total elections

Degree of participation of farm organizations	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	137	89.0	37	90.2	174	89.2
Some	12	7.8	4	9.8	16	8.2
Much	5	3.2	0	0.0	5	2.6
Very much	0	0.0	0	0.0	0	0.0
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.489 - not significant at 5 percent level with 2 degrees of freedom.

X^2 = 5.991 is required for significance level at 5 percent with 2 degrees of freedom.

Data were combined into 3 categories of little or none, some, and much and very much, for X^2 analysis.

Table 27. Degree of participation of political groups in the bond issue campaign by passage, failure, and total elections

Degree of participation of political groups	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	130	84.5	38	92.7	168	86.2
Some	17	11.0	2	4.9	19	9.7
Much	5	3.2	1	2.4	6	3.1
Very much	2	1.3	0	0.0	2	1.0
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.119 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 28. Degree of participation of social clubs in the bond issue campaign by passage, failure, and total elections

Degree of participation of social clubs	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	95	61.7	26	63.5	121	62.0
Some	40	26.0	11	26.8	51	26.2
Much	12	7.8	3	7.3	15	7.7
Very much	7	4.5	1	2.4	8	4.1
Total	154	100.0	41	100.0	195	100.0

X^2 = .384 – not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 29. Degree of participation of patriotic groups in the bond issue campaign by passage, failure, and total elections

Degree of participation of patriotic groups	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	124	80.6	35	85.3	159	81.6
Some	21	13.6	4	9.8	25	12.8
Much	6	3.9	2	4.9	8	4.1
Very much	3	1.9	0	0.0	3	1.5
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.348 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 30. Degree of participation of economic groups in the bond issue campaign by passage, failure, and total elections

Degree of participation of economic groups	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	85	55.2	25	61.0	110	56.4
Some	38	24.7	10	24.4	48	24.6
Much	23	14.9	6	14.6	29	14.9
Very much	8	5.2	0	0.0	8	4.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.325 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 31. Degree of participation of other groups in the bond issue campaign by passage, failure, and total elections

Degree of participation of other groups	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	148	96.2	41	100.0	189	97.0
Some	0	0.0	0	0.0	0	0.0
Much	3	1.9	0	0.0	3	1.5
Very much	3	1.9	0	0.0	3	1.5
Total	154	100.0	41	100.0	195	100.0

Responsibilities Assumed

The district school superintendents were asked to indicate the degree to which each of a list of individuals or groups assumed responsibility for public relations and information activities in the bond election. The individuals and groups include: board of education, superintendent of schools, principals, faculty members, students, community lay leaders, community lay groups, and professional consultants. Tables 32 through 39 present the relationship between the degree of responsibility assumed by the above groups and election outcome. Of the computed chi-squares for each individual or groups, only those for the board of education (Table 32), and the superintendent (Table 33), were statistically significant.

Table 32. Responsibility assumed by the board of education for public relations and information activities in the bond issue campaign by passage, failure and total elections

Responsibility assumed by the board of education	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	3	1.9	5	12.2	8	4.1
Some	29	18.8	6	14.6	35	17.9
Much	44	28.6	21	51.2	65	33.3
Very much	78	50.7	9	22.0	87	44.7
Total	154	100.0	41	100.0	195	100.0

X^2 = 19.565 - significant at 1 percent level with 3 degrees of freedom.

X^2 = 11.341 is required for significance level at 1 percent with 3 degrees of freedom.

Table 33. Responsibility assumed by the superintendent of schools for public relations and information activities in the bond issue campaign by passage, failure, and total elections

Responsibility assumed by the superintendent of schools	Pass No.	%	Fail No.	%	Total No.	%
Little or none	0	0.0	4	9.8	4	2.1
Some	6	3.9	1	2.4	7	3.6
Much	23	14.9	14	34.1	37	19.0
Very much	125	81.2	22	53.7	147	75.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 24.765 - significant at 1 percent level with 3 degrees of freedom.

X^2 = 11.341 is required for significance level at 1 percent with 3 degrees of freedom.

Table 34. Responsibility assumed by the principal and/or dean for public relations and information activities in the bond issue campaign by passage, failure, and total elections

Responsibility assumed by principal and/or dean	Pass No.	%	Fail No.	%	Total No.	%
Little or none	53	34.5	15	36.5	68	34.9
Some	43	27.9	12	29.3	55	28.2
Much	35	22.7	10	24.4	45	23.1
Very much	23	14.9	4	9.8	27	13.8
Total	154	100.0	41	100.0	195	100.0

X^2 = .731 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 35. Responsibility assumed by faculty members for public relations and information activities in the bond issue campaign by passage, failure, and total elections

Responsibility assumed by faculty members	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	53	34.4	19	46.3	72	36.9
Some	63	41.0	17	41.5	80	41.0
Much	25	16.2	3	7.3	28	14.4
Very much	13	8.4	2	4.9	15	7.7
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.577 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 36. Responsibility assumed by students for public relations and information activities in the bond issue campaign by passage, failure, and total elections

Responsibility assumed by students	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	81	52.6	30	73.1	111	56.9
Some	48	31.2	7	17.1	55	28.2
Much	12	7.8	2	4.9	14	7.2
Very much	13	8.4	2	4.9	15	7.7
Total	154	100.0	41	100.0	195	100.0

X^2 = 5.606 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 37. Responsibility assumed by community lay leaders for public relations and information activities in the bond issue campaign by passage, failure, and total elections

Responsibility assumed by community lay leaders	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	26	16.9	12	29.3	38	19.5
Some	47	30.5	15	36.5	62	31.8
Much	47	30.5	10	24.4	57	29.2
Very much	34	22.1	4	9.8	38	19.5
Total	154	100.0	41	100.0	195	100.0

X^2 = 5.862 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 38. Responsibility assumed by community lay groups for public relations and information activities in the bond issue campaign by passage, failure, and total elections

Responsibility assumed by community lay groups	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	45	29.2	16	39.1	61	31.2
Some	46	29.9	14	34.1	60	30.8
Much	37	24.0	8	19.5	45	23.1
Very much	26	16.9	3	7.3	29	14.9
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.466 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 39. Degree of responsibility assumed by outside professional help for public relations and information activities in the bond issue campaign by passage, failure, and total elections

Responsibility assumed by outside professional help	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	121	78.6	34	83.0	155	79.4
Some	22	14.3	6	14.6	28	14.4
Much	11	7.1	1	2.4	12	6.2
Very much	0	0.0	0	0.0	0	0.0
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.244 - not significant at 5 percent level with 2 degrees of freedom.

X^2 = 5.991 is required for significance level at 5 percent with 2 degrees of freedom.

Data were combined into 3 categories of little or none, some, and much and very much, for X^2 analysis.

These positions, superintendent and board of education, are most important in outlining the public relations and information programs to be utilized in the bond campaigns. These significant chi-squares indicate that the superintendents and the board of education were perceived to have assumed much more responsibility in the successful districts. The data do not permit an examination of whether these groups initiated the bond proposal and the strategy or whether the "need" was recognized by other individuals and the board and superintendents "shared" the responsibility in outlining the campaign strategy. In general, all groups assumed more responsibility in successful districts. This perceived responsibility was not statistically significant for most groups.

Responsibility may also be assumed by various groups and individuals for a number of additional tasks that must be performed in planning a bond proposal. These tasks include: evaluation of the present educational program, survey of the present building facilities, determination of school building needs, selection of architect, selection of building site, designing and planning proposed buildings, and planning the financing of the building program. The following groups were evaluated for each of the above mentioned tasks: superintendents of schools, the board of education, board-superintendent, architect, faculty members, lay committee, professional consultant, department of public instruction, and others.

The tables presenting the superintendents' perception of the responsibility assumed by each of these individuals or groups for each task area follow.

In some cases there was little distribution in the variable so no chi-square statistic was computed. Even so, the consensus on these variables was considered important enough to present. Where this occurs the frequencies are presented without a test of significance.

Evaluation of the education program

Perceived need for additional educational facilities appears to be essential in a social action program involving school bond elections. The responsibility assumed by each group in evaluating the present educational program is presented in Tables 40-48.

Table 40. Responsibility assumed by the superintendent for evaluation of the educational program by passage, failure, and total elections

Responsibility assumed by the superintendent	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	12	7.8	7	17.1	19	9.7
Some	4	2.6	0	0.0	4	2.1
Much	31	20.1	12	29.3	43	22.1
Very much	107	69.5	22	53.6	129	66.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 6.379 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 41. Responsibility assumed by the board of education for evaluation of the educational program by passage, failure, and total elections

Responsibility assumed by the board of education	Pass		Fail		Total	
	No	%	No.	%	No.	%
Little or none	13	8.4	8	19.5	21	10.8
Some	15.	9.7	5	12.2	20	10.3
Much	49	31.8	16	39.0	65	33.3
Very much	77	50.1	12	29.3	89	45.6
Total	154	100.0	41	100.0	195	100.0

$X^2 = 7.429$ - not significant at 5 percent level with 3 degrees of freedom.

$X^2 = 7.815$ is required for significance level at 5 percent with 3 degrees of freedom.

Table 42. Responsibility assumed by the board-superintendent for evaluation of the educational program by passage, failure, and total elections

Responsibility assumed by the board-superintendent	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	12	7.8	3	7.3	15	7.7
Some	4	2.6	2	4.9	6	3.1
Much	39	25.3	15	36.6	54	27.7
Very much	99	64.3	21	51.2	129	61.5
Total	154	100.0	41	100.0	195	100.0

$X^2 = 2.938$ - not significant at 5 percent level with 3 degrees of freedom.

$X^2 = 7.815$ is required for significance level at 5 percent with 3 degrees of freedom.

Table 43. Responsibility assumed by the architect for evaluation of the educational program by passage, failure, and total elections

Responsibility assumed by the architect	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	65	42.2	18	44.0	83	42.5
Some	41	26.6	11	26.8	52	26.7
Much	28	18.2	11	26.8	39	20.0
Very much	20	13.0	1	2.4	21	10.8
Total	154	100.0	41	100.0	195	100.0

X^2 = 4.578 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 44. Responsibility assumed by faculty members for evaluation of the educational program by passage, failure, and total elections

Responsibility assumed by faculty members	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	34	22.1	8	19.5	42	21.6
Some	52	33.8	12	29.3	64	32.8
Much	47	30.5	17	41.4	64	32.8
Very much	21	13.6	4	9.8	25	12.8
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.860 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 45. Responsibility assumed by lay committees for evaluation of the educational program by passage, failure, and total elections

Responsibility assumed by lay committees	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	77	50.1	13	31.7	90	46.2
Some	33	21.4	17	41.5	50	25.6
Much	25	16.2	11	26.8	36	18.5
Very much	19	12.3	0	0.0	19	9.7
Total	154	100.0	41	100.0	195	100.0

$X^2 = 14.444$ - significant at 1 percent level with 3 degrees of freedom.

$X^2 = 11.341$ is required for significance level at 1 percent with 3 degrees of freedom.

Table 46. Responsibility assumed by professional consultants for evaluation of the educational program by passage, failure, and total elections

Responsibility assumed by professional consultants	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	101	65.6	23	56.1	124	63.7
Some	29	18.8	5	12.2	34	17.4
Much	14	9.1	12	29.3	26	13.3
Very much	10	6.5	1	2.4	11	5.6
Total	154	100.0	41	100.0	195	100.0

$X^2 = 12.107$ - significant at 1 percent level with 3 degrees of freedom.

$X^2 = 11.341$ is required for significance level at 1 percent with 3 degrees of freedom.

Table 47. Responsibility assumed by the department of public instruction for evaluation of the educational program by passage, failure, and total elections

Responsibility assumed by the department of public instruction	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	86	55.9	19	46.4	105	53.8
Some	36	23.4	11	26.8	47	24.1
Much	19	12.3	11	26.8	30	15.4
Very much	13	8.4	0	0.0	13	6.7
Total	154	100.0	41	100.0	195	100.0

X^2 = 8.584 - significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 48. Responsibility assumed by other groups or individuals for evaluation of the educational program by passage, failure, and total elections

Responsibility assumed by other groups or individuals	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	150	97.4	40	97.6	190	97.5
Some	0	0.0	0	0.0	0	0.0
Much	0	0.0	1	2.4	1	0.5
Very much	4	2.6	0	0.0	4	2.0
Total	154	100.0	41	100.0	195	100.0

Clearly the superintendents' perception of the responsibility assumed by the lay committee, professional consultants and the department of public instruction differs significantly between successful and unsuccessful districts. These three groups differed significantly at the 5 percent level. The successful superintendents perceived these groups to have assumed somewhat more responsibility in evaluating the educational program. The perception of responsibility assumed by the board of education approached significance.

Survey of present building facilities

A survey of existing building facilities was needed to determine what additional facilities were to be requested in the new bond proposals. The perceived responsibility of these groups is shown in Tables 49 - 57.

Table 49. Responsibility assumed by the superintendent for the survey of present building facilities by passage, failure, and total elections

Responsibility assumed by the Superintendent	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	20	13.0	8	19.5	28	14.4
Some	4	2.6	1	2.4	5	2.6
Much	41	26.6	13	31.8	54	27.6
Very much	89	57.8	19	46.3	108	55.4
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.032 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 50. Responsibility assumed by the board of education for the survey of present building facilities by passage, failure, and total elections.

Responsibility assumed by the board of education	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	29	18.8	10	24.4	39	20.0
Some	20	13.0	4	9.8	24	12.3
Much	45	29.2	12	29.3	57	29.2
Very much	60	39.0	15	36.5	75	38.5
Total	154	100.0	41	100.0	195	100.0

X^2 = .822 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 51. Responsibility assumed by the board-superintendent for the survey of present building facilities by passage, failure, and total elections

Responsibility assumed by the board-superintendent	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	24	15.6	5	12.2	29	14.9
Some	8	5.2	1	2.4	9	4.6
Much	40	26.0	16	39.0	56	28.7
Very much	82	53.2	19	46.4	101	51.8
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.001 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 52. Responsibility assumed by the architect for the survey of present building facilities by passage, failure, and total elections

Responsibility assumed by the architect	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	62	40.3	14	34.2	76	39.0
Some	41	26.6	8	19.5	49	25.1
Much	36	23.4	13	31.7	49	25.1
Very much	15	9.7	6	14.6	21	10.8
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.576 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 53. Responsibility assumed by faculty members for the survey of present building facilities by passage, failure, and total elections

Responsibility assumed by faculty members	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	60	39.0	11	26.8	71	36.4
Some	47	30.5	13	31.8	60	30.8
Much	34	22.1	11	26.8	45	23.1
Very much	13	8.4	6	14.6	19	9.7
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.915 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 54. Responsibility assumed by lay committees for the survey of present building facilities by passage, failure, and total elections

Responsibility assumed by lay committees	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	93	60.5	14	34.1	107	54.8
Some	29	18.8	14	34.1	43	22.1
Much	19	12.3	12	29.4	31	15.9
Very much	13	8.4	1	2.4	14	7.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 14.972 - significant at 1 percent level with 3 degrees of freedom.

X^2 = 11.341 is required for significance level at 1 percent with 3 degrees of freedom.

Table 55. Responsibility assumed by professional consultants for the survey of present building facilities by passage, failure, and total elections

Responsibility assumed by professional consultants	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	106	68.9	23	56.0	129	66.1
Some	17	11.0	4	9.8	21	10.8
Much	16	10.4	9	22.0	25	12.8
Very much	15	9.7	5	12.2	20	10.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 4.409 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 56. Responsibility assumed by the department of public instruction for the survey of present building facilities by passage, failure, and total elections

Responsibility assumed by the department of public instruction	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	86	55.9	17	41.4	103	52.8
Some	31	20.1	10	24.4	41	21.0
Much	22	14.3	9	22.0	31	15.9
Very much	15	9.7	5	12.2	20	10.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.934 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 57. Responsibility assumed by other groups or individuals for the survey of present building facilities by passage, failure, and total elections

Responsibility assumed by other groups or individuals	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	151	98.1	41	100.0	192	98.5
Some	0	0.0	0	0.0	0	0.0
Much	1	0.6	0	0.0	1	0.5
Very much	2	1.3	0	0.0	2	1.0
Total	154	100.0	41	100.0	195	100.0

Only the involvement of the lay committee (Table 54) was statistically significant. A bi-model array appears in the successful districts. Significantly more of the successful superintendents reported "little or no" responsibility and "very much" responsibility assumed by the lay committee.

Determination of school building needs

After the total educational program has been evaluated, and the existing facilities have been inspected, it is necessary to assess what facilities are needed. This evaluation has implications for what additional facilities are requested and for the stated purpose of the bond election. The perceived responsibility assumed by these individuals and groups is shown in Tables 58-66.

Table 58. Responsibility assumed by the superintendent for the determination of school building needs by passage, failure, and total elections

Responsibility assumed by the superintendent	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	32	20.8	7	17.1	39	20.0
Some	3	1.9	1	2.4	4	2.1
Much	34	22.1	12	29.3	46	23.6
Very much	85	55.2	21	51.2	106	54.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.064 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 59. Responsibility assumed by the board of education for the determination of school building needs by passage, failure, and total elections

Responsibility assumed by the board of education	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	33	21.4	8	19.5	41	21.0
Some	12	7.8	3	7.3	15	7.7
Much	39	25.3	13	31.7	52	26.7
Very much	70	45.5	17	41.5	87	44.6
Total	154	100.0	41	100.0	195	100.0

X^2 = .676 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 60. Responsibility assumed by the board-superintendent for the determination of school building needs by passage, failure, and total elections

Responsibility assumed by the board-superintendent	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	14	9.1	4	9.8	18	9.2
Some	7	4.5	2	4.9	9	4.6
Much	35	22.7	16	39.0	51	26.2
Very much	98	63.7	19	46.3	117	60.0
Total	154	100.0	41	100.0	195	100.0

X^2 = 4.926 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 61. Responsibility assumed by the architect for the determination of school building needs by passage, failure, and total elections

Responsibility assumed by the architect	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	75	48.8	13	31.6	88	45.1
Some	35	22.7	12	29.3	47	24.1
Much	29	18.8	9	22.0	38	19.5
Very much	15	9.7	7	17.1	22	11.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 4.352 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 62. Responsibility assumed by faculty members for the determination of school building needs by passage, failure, and total elections

Responsibility assumed by faculty members	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	49	31.8	6	14.6	55	28.2
Some	40	26.0	12	29.3	52	26.7
Much	47	30.5	16	39.0	63	32.3
Very much	18	11.7	7	17.1	25	12.8
Total	154	100.0	41	100.0	195	100.0

X^2 = 4.979 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 63. Responsibility assumed by lay committees for the determination of school building needs by passage, failure, and total elections

Responsibility assumed by lay committees	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	87	56.5	16	39.0	103	52.9
Some	27	17.5	15	36.6	42	21.5
Much	26	16.9	8	19.5	34	17.4
Very much	14	9.1	2	4.9	16	8.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 8.157 - significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 64. Responsibility assumed by professional consultants for the determination of school building needs by passage, failure, and total elections

Responsibility assumed by professional consultants	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	104	67.6	22	53.6	126	64.6
Some	21	13.6	6	14.6	27	13.8
Much	13	8.4	9	22.0	22	11.3
Very much	16	10.4	4	9.8	20	10.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 6.239 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 65. Responsibility assumed by the department of public instruction for the determination of school building needs by passage, failure and total elections

Responsibility assumed by the department of public instruction	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	79	51.4	20	48.8	99	50.7
Some	35	22.7	10	24.4	45	23.1
Much	21	13.6	8	19.5	29	14.9
Very much	19	12.3	3	7.3	22	11.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.554 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 66. Responsibility assumed by other groups or individuals for the determination of school building needs by passage, failure, and total elections

Responsibility assumed by other groups or individuals	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	150	97.4	41	100.0	191	98.0
Some	0	0.0	0	0.0	0	0.0
Much	2	1.3	0	0.0	2	1.0
Very much	2	1.3	0	0.0	2	1.0
Total	154	100.0	41	100.0	195	100.0

In general the superintendent and the board of education (individually and together) assumed heavy responsibility for this determination. However, there was no statistically significant difference between the successful and unsuccessful districts when compared on the basis of the responsibility assumed by these two groups. Only Table 63 which shows the perceived responsibility assumed by the lay committee was significant at the 5 percent level. Sixty-one percent of the unsuccessful districts reported some involvement of lay committees in helping determine school building needs. Conversely, only 43 percent of the successful districts reported this involvement.

Selection of the architect

The responsibility assumed by the various groups and individuals in the selection of the architect for the proposed building plans is presented in Tables 67-74.

Table 67. Responsibility assumed by the superintendent for the selection of the architect by passage, failure, and total elections

Responsibility assumed by the superintendent	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	57	37.0	19	46.3	76	39.0
Some	24	15.6	7	17.1	31	15.8
Much	30	19.5	7	17.1	37	19.0
Very much	43	27.9	8	19.5	51	26.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.743 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 68. Responsibility assumed by the board of education for the selection of the architect by passage, failure, and total elections

Responsibility assumed by the board of education	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	39	25.3	13	31.7	52	26.7
Some	4	2.6	1	2.4	5	2.6
Much	25	16.2	10	24.4	35	17.9
Very much	86	55.9	17	41.5	103	52.8
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.966 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 69. Responsibility assumed by the board-superintendent for the selection of the architect by passage, failure and total elections

Responsibility assumed by the board-superintendent	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	29	18.8	8	19.5	37	19.0
Some	4	2.6	1	2.4	5	2.6
Much	29	18.8	13	31.7	42	21.5
Very much	92	59.8	19	46.4	111	56.9
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.525 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 70. Responsibility assumed by faculty members for the selection of the architect by passage, failure, and total elections

Responsibility assumed by faculty members	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	153	99.4	41	100.0	194	99.5
Some	1	0.6	0	0.0	1	0.5
Much	0	0.0	0	0.0	0	0.0
Very much	0	0.0	0	0.0	0	0.0
Total	154	100.0	41	100.0	195	100.0

Table 71. Responsibility assumed by lay committees for the selection of the architect by passage, failure, and total elections

Responsibility assumed by lay committees	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	146	94.9	38	92.7	184	94.4
Some	7	4.5	2	4.9	9	4.6
Much	1	0.6	1	2.4	2	1.0
Very much	0	0.0	0	0.0	0	0.0
Total	154	100.0	41	100.0	195	100.0

Table 72. Responsibility assumed by professional consultants for the selection of the architect by passage, failure, and total elections

Responsibility assumed by professional consultants	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	147	95.5	40	97.6	187	95.9
Some	4	2.6	1	2.4	5	2.6
Much	2	1.3	0	0.0	2	1.0
Very much	1	0.6	0	0.0	1	0.5
Total	154	100.0	41	100.0	195	100.0

Table 73. Responsibility assumed by the department of public instruction for the selection of the architect by passage, failure, and total elections

Responsibility assumed by the department of public instruction	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	148	96.2	41	100.0	189	96.9
Some	5	3.2	0	0.0	5	2.6
Much	1	0.6	0	0.0	1	0.5
Very much	0	0.0	0	0.0	0	0.0
Total	154	100.0	41	100.0	195	100.0

Table 74. Responsibility assumed by other groups or individuals for the selection of the architect by passage, failure, and total elections

Responsibility assumed by other groups or individuals	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	153	99.4	41	100.0	194	99.5
Some	1	0.6	0	0.0	1	0.5
Much	0	0.0	0	0.0	0	0.0
Very much	0	0.0	0	0.0	0	0.0
Total	154	100.0	41	100.0	195	100.0

Again the superintendent and the board of education were quite instrumental in this selection. However, there was no statistically significant difference between the successful and unsuccessful districts.

Selection of the site

The responsibility assumed by the various groups and individuals in the selection of the site for the proposed building is presented in Tables 75-83.

Table 75. Responsibility assumed by the superintendent for the selection of the site by passage, failure, and total election

Responsibility assumed by the superintendent	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	66	42.8	20	48.8	86	44.1
Some	10	6.5	4	9.8	14	7.2
Much	32	20.8	6	14.6	38	19.5
Very much	46	29.9	11	26.8	57	29.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.468 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 76. Responsibility assumed by the board of education for the selection of the site by passage, failure, and total elections

Responsibility assumed by the board of education	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	54	35.1	14	34.1	68	34.9
Some	1	0.6	0	0.0	1	0.5
Much	25	16.2	9	22.0	34	17.4
Very much	74	48.1	18	43.9	92	47.2
Total	154	100.0	41	100.0	195	100.0

X^2 = .999 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 77. Responsibility assumed by the board-superintendent for the selection of the site by passage, failure, and total elections

Responsibility assumed by the board-superintendent	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	38	24.7	14	34.1	52	26.7
Some	5	3.2	1	2.4	6	3.1
Much	22	14.3	10	24.4	32	16.4
Very much	89	57.8	16	39.1	105	53.8
Total	154	100.0	41	100.0	195	100.0

X^2 = 5.290 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 78. Responsibility assumed by the architect for the selection of the site by passage, failure, and total elections

Responsibility assumed by the architect	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	75	48.7	21	51.2	96	49.3
Some	28	18.2	6	14.6	34	17.4
Much	31	20.1	7	17.1	38	19.5
Very much	20	13.0	7	17.1	27	13.8
Total	154	100.0	41	100.0	195	100.0

X^2 = .821 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 79. Responsibility assumed by faculty members for the selection of the site by passage, failure, and total elections

Responsibility assumed by faculty members	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	132	85.8	37	90.3	169	86.6
Some	11	7.1	1	2.4	12	6.2
Much	6	3.9	1	2.4	7	3.6
Very much	5	3.2	2	4.9	7	3.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.672 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 80. Responsibility assumed by lay committees for the selection of the site by passage, failure, and total elections

Responsibility assumed by lay committees	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	115	74.7	30	73.2	145	74.4
Some	13	8.4	6	14.6	19	9.7
Much	10	6.5	3	7.3	13	6.7
Very much	16	10.4	2	4.9	18	9.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.383 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 81. Responsibility assumed by professional consultants for the selection of the site by passage, failure, and total elections

Responsibility assumed by professional consultants	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	122	79.3	30	73.2	152	77.9
Some	13	8.4	3	7.3	16	8.2
Much	10	6.5	3	7.3	13	6.7
Very much	9	5.8	5	12.2	14	7.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.054 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 82. Responsibility assumed by the department of public instruction for the selection of the site by passage, failure, and total elections

Responsibility assumed by the department of public instruction	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	131	85.1	36	87.8	167	85.6
Some	14	9.1	3	7.3	17	8.7
Much	2	1.3	2	4.9	4	2.1
Very much	7	4.5	0	0.0	7	3.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 4.031 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 83. Responsibility assumed by other groups or individuals for the selection of the site by passage, failure, and total elections

Responsibility assumed by other groups or individuals	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	150	97.5	41	100.0	191	98.0
Some	0	0.0	0	0.0	0	0.0
Much	1	0.6	0	0.0	1	0.5
Very much	3	1.9	0	0.0	3	1.5
Total	154	100.0	41	100.0	195	100.0

In some cases, site selection centered on a new location for a separate building or a new wing at an existing location and in others it centered on the location in a new geographical area. The superintendents and the board of education were perceived as assuming the most responsibility for site selection. The architects also were involved in approximately half of the cases. While these three groups were perceived as most important in the selection of the site, there was no significant difference between the successful and unsuccessful districts. Nor was there significant differences when the responsibility assumed by the other groups was analyzed.

Plans and design of proposed buildings

After initiating interest, and assessing the additional needs, plans for additional facilities must be completed. This includes both the planning of what is needed and the design of the construction. In some cases this would include considerations of alternative building designs based on differing costs per square foot, etc. These decisions may be influenced by existing styles of architecture. The responsibility assumed by each group is presented in Tables 84-92.

Table 84. Responsibility assumed by the superintendent for designing and planning proposed buildings by passage, failure, and total elections

Responsibility assumed by the superintendent	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	34	22.1	11	26.8	45	23.1
Some	13	8.4	6	14.6	19	9.7
Much	35	22.7	11	26.8	46	23.6
Very much	72	46.8	13	31.8	85	43.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.504 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 85. Responsibility assumed by the board of education for designing and planning proposed buildings by passage, failure, and total elections.

Responsibility assumed by the board of education	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	40	26.0	12	29.3	52	26.7
Some	29	18.8	7	17.1	36	18.5
Much	38	24.7	12	29.3	50	25.6
Very much	47	30.5	10	24.3	57	29.2
Total	154	100.0	41	100.0	195	100.0

X^2 = .868 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 86. Responsibility assumed by the board-superintendent for designing and planning proposed buildings by passage, failure, and total elections

Responsibility assumed by the board-superintendent	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	17	11.0	3	7.3	20	10.3
Some	10	6.5	7	17.1	17	8.7
Much	43	27.9	17	41.5	60	30.8
Very much	84	54.6	14	34.1	98	50.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 9.205 - significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 87. Responsibility assumed by the architect for designing and planning proposed buildings by passage, failure, and total elections

Responsibility assumed by the architect	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	7	4.5	1	2.4	8	4.1
Some	6	3.9	2	4.9	8	4.1
Much	33	21.4	17	41.5	50	25.6
Very much	108	70.2	21	51.2	129	66.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 7.245 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 88. Responsibility assumed by faculty members for designing and planning proposed buildings by passage, failure, and total elections

Responsibility assumed by faculty members	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	45	29.2	12	29.3	57	29.2
Some	42	27.3	15	36.5	57	29.2
Much	37	24.0	10	24.4	47	24.2
Very much	30	19.5	4	9.8	34	17.4
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.719 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 89. Responsibility assumed by lay committees for designing and planning proposed buildings by passage, failure, and total elections

Responsibility assumed by lay committees	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	111	72.1	28	68.4	139	71.3
Some	30	19.5	11	26.8	41	21.0
Much	7	4.5	1	2.4	8	4.1
Very much	6	3.9	1	2.4	7	3.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.438 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 90. Responsibility assumed by professional consultants for designing and planning proposed buildings by passage, failure, and total elections

Responsibility assumed by professional consultants	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	110	71.4	26	63.4	136	69.8
Some	20	13.0	5	12.2	25	12.8
Much	12	7.8	7	17.1	19	9.7
Very much	12	7.8	3	7.3	15	7.7
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.186 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 91. Responsibility assumed by the department of public instruction for designing and planning proposed buildings by passage, failure, and total elections

Responsibility assumed by the department of public instruction	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	114	74.1	27	65.9	141	72.3
Some	25	16.2	8	19.5	33	16.9
Much	11	7.1	5	12.2	16	8.2
Very much	4	2.6	1	2.4	5	2.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.515 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 92. Responsibility assumed by other groups or individuals for designing and planning proposed buildings by passage, failure, and total elections

Responsibility assumed by other groups or individuals	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	153	99.4	40	97.6	193	99.0
Some	0	0.0	1	2.4	1	0.5
Much	0	0.0	0	0.0	0	0.0
Very much	1	0.6	0	0.0	1	0.5
Total	154	100.0	41	100.0	195	100.0

The superintendents and the board of education in the successful districts were perceived to have assumed more responsibility than the same individuals in the unsuccessful districts. However, only Table 86 which shows the board and superintendents collective efforts was statistically significant at the 5 percent level. The superintendent-board of education responsibility was perceived as "very much" by a higher proportion of the superintendents in successful districts. Though not significant at the 5 percent level, the same tendency was found for architects.

Financial planning

The literature review presented earlier shows that financial consultants are available and many recommend utilizing these services. The responsibility assumed in financial planning by each group is presented in Tables 93-101.

Table 93. Responsibility assumed by the superintendent for planning the financing of the building program by passage, failure, and total elections

Responsibility assumed by the superintendent	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	40	26.0	13	31.7	53	27.2
Some	9	5.8	1	2.4	10	5.1
Much	35	22.7	12	29.3	47	24.1
Very much	70	45.5	15	36.6	85	43.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.283 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 94. Responsibility assumed by the board of education for planning the financing of the building program by passage, failure, and total elections

Responsibility assumed by the board of education	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	44	28.6	13	31.7	57	29.2
Some	11	7.1	1	2.4	12	6.2
Much	37	24.0	12	29.3	49	25.1
Very much	62	40.3	15	36.6	77	39.5
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.738 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 95. Responsibility assumed by the board-superintendent for planning the financing of the building program by passage, failure, and total elections

Responsibility assumed by the board-superintendent	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	19	12.3	8	19.5	27	13.8
Some	6	3.9	1	2.4	7	3.6
Much	37	24.0	12	29.3	49	25.1
Very much	92	59.8	20	48.8	112	57.5
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.426 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 96. Responsibility assumed by the architect for planning the financing of the building program by passage, failure, and total elections

Responsibility assumed by the architect	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	96	62.4	26	63.4	122	62.5
Some	27	17.5	6	14.6	33	16.9
Much	13	8.4	7	17.1	20	10.3
Very much	18	11.7	2	4.9	20	10.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.983 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 97. Responsibility assumed by faculty members for planning the financing of the building program by passage, failure, and total elections

Responsibility assumed by faculty members	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	149	96.9	41	100.0	190	97.5
Some	3	1.9	0	0.0	3	1.5
Much	1	0.6	0	0.0	1	0.5
Very much	1	0.6	0	0.0	1	0.5
Total	154	100.0	41	100.0	195	100.0

Table 98. Responsibility assumed by lay committees for planning the financing of the building program by passage, failure, and total elections

Responsibility assumed by lay committees	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	134	87.1	36	87.9	170	87.1
Some	11	7.1	3	7.3	14	7.2
Much	5	3.2	1	2.4	6	3.1
Very much	4	2.6	1	2.4	5	2.6
Total	154	100.0	41	100.0	195	100.0

X^2 = .075 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 99. Responsibility assumed by professional consultants for planning the financing of the building program by passage, failure, and total elections

Responsibility assumed by professional consultants	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	114	74.0	26	63.4	140	71.7
Some	11	7.1	1	2.4	12	6.2
Much	7	4.5	7	17.1	14	7.2
Very much	22	14.4	7	17.1	29	14.9
Total	154	100.0	41	100.0	195	100.0

X^2 = 8.919 - significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 100. Responsibility assumed by the department of public instruction for planning the financing of the building program by passage, failure, and total elections

Responsibility assumed by the department of public instruction	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	139	90.4	40	97.6	179	91.8
Some	11	7.1	1	2.4	12	6.2
Much	3	1.9	0	0.0	3	1.5
Very much	1	0.6	0	0.0	1	0.5
Total	154	100.0	41	100.0	195	100.0

Table 101. Responsibility assumed by other groups or individuals for planning the financing of the building program by passage, failure, and total elections

Responsibility assumed by other groups or individuals	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	147	95.5	39	95.2	186	95.4
Some	1	0.6	1	2.4	2	1.0
Much	1	0.6	1	2.4	2	1.0
Very much	5	3.3	0	0.0	5	2.6
Total	154	100.0	41	100.0	195	100.0

The high degree of responsibility assumed by the superintendent and the board of education was also found in this task. Involvement of professional consultants had the only significant relationship. Table 99 shows there was a perceived greater responsibility assumed by consultants in the unsuccessful districts. Collectively about three-fourths (72%) of the superintendents responded that professional consultants assumed "little or no" responsibility in planning the financial campaign. Though no statistical analysis was made because of distribution, it may be noted that in 15 of the 16 districts where representatives of the state department of education assumed responsibility, the elections were successful.

Collective responsibility

The relative importance of each group in assuming responsibility for each single task area has been presented in the preceding sections. The following tables, 102-106 present summated scores of the responsibility assumed by the superintendents, the board of education, professional consultants, and lay committees in each of the seven preceding task areas. In each of the task areas, the superintendents rated the individuals (or group) on a scale of 0 - 9 based on the responsibility assumed.

Table 102. Total responsibility assumed by the superintendent for the bond program by passage, failure, and total elections

Total responsibility assumed by the superintendent	Pass		Fail		Total	
	No.	%	No.	%	No.	%
0	4	2.6	4	9.8	8	4.1
1 - 10	10	6.5	1	2.4	11	5.6
11 - 20	8	5.2	2	4.9	10	5.1
21 - 30	17	11.0	5	12.2	22	11.3
31 - 40	24	15.6	8	19.5	32	16.4
41 - 50	38	24.7	12	29.2	50	25.7
51 - 60	31	20.1	7	17.1	38	19.5
Over 60	22	14.3	2	4.9	24	12.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 8.087 - not significant at 5 percent level with 7 degrees of freedom.

X^2 = 14.067 is required for significance level at 5 percent with 7 degrees of freedom.

Responses are summed from the seven areas of the bond program which were on a 0 to 9 point scale. Superintendents perceived to have greatest responsibility could receive a score of 63.

Table 103. Total responsibility assumed by the board-superintendent for the bond program by passage, failure, and total elections

Total responsibility assumed by the board-superintendent	Pass		Fail		Total	
	No.	%	No.	%	No.	%
00	4	2.6	1	2.4	5	2.6
1 - 10	8	5.2	1	2.4	9	4.6
11 - 20	2	1.3	3	7.3	5	2.6
21 - 30	6	3.9	1	2.4	7	3.6
31 - 40	25	16.2	4	9.8	29	14.9
41 - 50	31	20.2	16	39.1	47	24.1
51 - 60	39	25.3	11	26.8	50	25.5
Over 60	39	25.3	4	9.8	43	22.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 14.599 - significant at 5 percent level with 7 degrees of freedom.

X^2 = 14.067 is required for significance level at 5 percent with 7 degrees of freedom.

Table 104. Total responsibility assumed by the board of education for the bond program by passage, failure, and total elections

Total responsibility assumed by the board of education	Pass		Fail		Total	
	No.	%	No.	%	No.	%
00	4	2.6	2	4.9	6	3.1
1 - 10	8	5.2	2	4.9	10	5.1
11 - 20	12	7.8	4	9.8	16	8.2
21 - 30	19	12.3	5	12.2	24	12.3
31 - 40	24	15.6	4	9.8	28	14.4
41 - 50	28	18.2	14	34.0	42	21.5
51 - 60	37	24.0	7	17.1	44	22.6
Over 60	22	14.3	3	7.3	25	12.8
Total	154	100.0	41	100.0	195	100.0

X^2 = 7.224 - not significant at 5 percent level with 7 degrees of freedom.

X^2 = 14.067 is required for significance level at 5 percent with 7 degrees of freedom.

Table 105. Total responsibility assumed by lay committees for the bond program by passage, failure, and total elections

Total responsibility assumed by lay committees	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
00	45	29.2	7	17.1	52	26.6
1 - 10	30	19.5	8	19.5	38	19.5
11 - 20	32	20.8	12	29.3	44	22.6
21 - 30	26	16.9	11	26.8	37	19.0
31 - 40	14	9.1	2	4.9	16	8.2
41 - 50	5	3.2	1	2.4	6	3.1
51 - 60	2	1.3	0	0.0	2	1.0
Total	154	100.0	41	100.0	195	100.0

X^2 = 5.816 - not significant at 5 percent level with 6 degrees of freedom.

X^2 = 12.592 is required for significance level at 5 percent with 6 degrees of freedom.

Table 106. Total responsibility assumed by professional consultants for the bond program by passage, failure, and total elections

Total responsibility assumed by professional consultants	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
00	57	37.1	17	41.5	74	37.9
1 - 10	35	22.8	5	12.2	40	20.5
11 - 20	24	15.6	3	7.3	27	13.8
21 - 30	13	8.4	5	12.2	18	9.2
31 - 40	13	8.4	7	17.1	20	10.3
41 - 50	9	5.8	3	7.3	12	6.2
51 - 60	3	1.9	1	2.4	4	2.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 6.517 - not significant at 5 percent level with 6 degrees of freedom.

X^2 = 12.592 is required for significance level at 5 percent with 6 degrees of freedom.

Thus, the tables give the attributed scores for each individual or group. The range of scores is from 0 - 63 (7 task areas by 9 possible points = 63) and the observed scores ranged from 0 - 63. Some superintendents reported no responsibility in any task area (0 score) and others assigned themselves to the highest position in each task (63 score).

Only the score of cooperative responsibility assumed by the board of education and superintendent produced a significant difference at the 5 percent level. More of the successful superintendents assigned themselves and the board to the highest position in all task areas. One half (Table 103) assigned themselves an average score of 8 or over on a 9 point scale for all seven task areas.

Relative importance of the board of education and superintendent of schools

Except for designing and planning the proposed buildings, the superintendent or board of education individually or both collectively were perceived to have the greatest responsibility. The relative position of importance for each task for the superintendent, board-superintendent, and the board was computed. The results are presented by passage, failure, and total in the following tables, 107-113.

Table 107. Relative position of importance of the superintendent, board, and board-superintendent in the evaluation of the educational program by passage, failure, and total elections

Superintendents' perception of who is the most important in evaluation of the educational program	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Superintendent most important	35	22.7	8	19.5	43	22.1
Board most important	2	1.3	0	0.0	2	1.0
Board-superintendent most important	99	64.3	28	68.3	127	65.1
Superintendent and board-superintendent equally important (categories 1 and 3 above)	14	9.1	4	9.8	18	9.2
Board and board-superintendent equally important (categories 2 and 3 above)	4	2.6	0	0.0	4	2.1
None of above	0	0.0	1	2.4	1	.5
Total	154	100.0	41	100.0	195	100.0

X^2 = 5.601 - not significant at 5 percent level with 5 degrees of freedom.

X^2 = 11.070 is required for significance level at 5 percent with 5 degrees of freedom.

Table 108. Relative position of importance of the superintendent, board, and board-superintendent in the survey of present building facilities by passage, failure, and total elections

Superintendents' perception of who is most important in the survey of present building facilities	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Superintendent most important	39	25.3	8	19.5	47	24.1
Board most important	3	1.9	0	0.0	3	1.5
Board-superintendent most important	100	65.0	27	65.9	127	65.2
Superintendent and board-superintendent equally important (categories 1 and 3 above)	8	5.2	3	7.3	11	5.6
Board and board-superintendent equally important (categories 2 and 3 above)	0	0.0	1	2.4	1	0.5
None of above	4	2.6	2	4.9	6	3.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 5.819 - not significant at 5 percent level with 5 degrees of freedom.

X^2 = 11.070 is required for significance level at 5 percent with 5 degrees of freedom.

Table 109. Relative position of importance of the superintendent, board, and board-superintendent in the determination of school building needs by passage, failure, and total elections

Superintendents' perception of who is most important in determining school building needs	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Superintendent most important	22	14.3	4	9.8	26	13.3
Board most important	2	1.3	1	2.4	3	1.5
Board-superintendent most important	119	77.3	33	80.5	152	78.0
Superintendent *and* board-superintendent equally important (categories 1 and 3 above)	7	4.5	1	2.4	8	4.1
Board *and* board-superintendent equally important (categories 2 and 3 above)	2	1.3	0	0.0	2	1.0
None of the above	2	1.3	2	4.9	4	2.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.720 - not significant at 5 percent level with 5 degrees of freedom.

X^2 = 11.070 is required for significance level at 5 percent with 5 degrees of freedom.

Table 110. Relative position of importance of the superintendent, board, and board-superintendent in the selection of the architect by passage, failure, and total elections

Superintendents' perception of who is the most important in the selection of the architect	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Superintendent most important	7	4.5	1	2.4	8	4.1
Board most important	43	28.0	11	26.8	54	27.7
Board-superintendent most important	82	53.3	23	56.1	105	53.8
Superintendent and board-superintendent equally important (categories 1 and 3 above)	1	0.6	0	0.0	1	0.5
Board and board-superintendent equally important (categories 2 and 3 above)	19	12.3	4	9.8	23	11.8
None of the above	2	1.3	2	4.9	4	2.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.884 - not significant at 5 percent level with 5 degrees of freedom.

X^2 = 11.070 is required for significance level at 5 percent with 5 degrees of freedom.

Table 111. Relative position of importance of the superintendent, board, and board-superintendent in the selection of the site by passage, failure, and total elections

Superintendents' perception of who is most important in the selection of the site	Pass No.	Pass %	Fail No.	Fail %.	Total No.	Total %
Superintendent most important	2	1.3	0	0.0	2	1.0
Board most important	31	20.1	10	24.4	41	21.0
Board-superintendents most important	94	61.1	24	58.5	118	60.6
Superintendent and board-superintendent equally important (categories 1 and 3 above)	5	3.2	0	0.0	5	2.6
Board and board-superintendent equally important (categories 2 and 3 above)	8	5.2	2	4.9	10	5.1
None of the above	14	9.1	5	12.2	19	9.7
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.503 - not significant at 5 percent level with 5 degrees of freedom.

X^2 = 11.070 is required for significance level at 5 percent with 5 degrees of freedom.

Table 112. Relative position of importance of the superintendent, board, and board-superintendent in designing and planning of proposed buildings by passage, failure, and total elections

Superintendents' perception of who is most important in designing and planning the proposed buildings	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Superintendent most important	32	20.8	4	9.8	36	18.5
Board most important	1	0.6	0	0.0	1	0.5
Board-superintendent most important	105	68.3	31	75.6	136	69.7
Superintendent and board-superintendent equally important (categories 1 and 3 above)	9	5.8	3	7.3	12	6.2
Board and board-superintendent equally important (categories 2 and 3 above)	5	3.2	2	4.9	7	3.6
None of the above	2	1.3	1	2.4	3	1.5
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.281 - not significant at 5 percent level with 5 degrees of freedom.

X^2 = 11.070 is required for significance level at 5 percent with 5 degrees of freedom.

Table 113. Relative position of importance of the superintendent, board, and board-superintendent in planning and financing the building program by passage, failure, and total elections

Superintendents' perception of who is most important in planning and financing the building program	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Superintendent most important	14	9.1	2	4.9	16	8.2
Board most important	6	3.9	1	2.4	7	3.6
Board-superintendent most important	119	77.3	34	83.0	153	78.4
Superintendent and board-superintendent equally important (categories 1 and 3 above)	6	3.9	0	0.0	6	3.1
Board and board-superintendent equally important (categories 2 and 3 above)	7	4.5	1	2.4	8	4.1
None of the above	2	1.3	3	7.3	5	2.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 7.545 - not significant at 5 percent level with 5 degrees of freedom.

X^2 = 11.070 is required for significance level at 5 percent with 5 degrees of freedom.

Clearly the collective activities of the board of education and the superintendents together were more important than either position alone. This is shown in the percent indicating the importance of both. However, the chi-square statistics indicate there were no significant differences in these perceptions in successful and unsuccessful districts.

The following section examines the arrays of various techniques employed in the strategy used in the bond campaigns. The timing of the elections, the news releases, the communications techniques utilized and other publicity devices have all been advanced as important in securing school bond passage.

Timing of Elections

Timing includes the appropriate time of the year to have a bond election, the length of time allowed for publicity, and the amount of time since the last bond election.

The time of the year elections are held has received considerable attention. Preliminary analysis of the data revealed that time of year (month election held) was relatively unimportant, therefore it was not included in further analyses. This finding is compatible with literature on the subject.

Table 114 contains the amount of time between when the public was first informed about the bond issue and the election.

Table 114. Number of months between the time the public was first informed of the bond proposal and the date of the bond issue election by passage, failure, and total elections

Number of months between notice and election	Pass		Fail		Total	
	No.	%	No.	%	No.	%
1 - 6	105	68.2	36	87.8	141	72.3
7 or more	43	27.9	4	9.8	47	24.1
No answer	6	3.9	1	2.4	7	3.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 6.349 - significant at 5 percent level with 2 degrees of freedom.

X^2 = 5.991 is required for significance level at 5 percent with 2 degrees of freedom.

Inspection of the table shows that most bond issues are presented to the electorate less than six months before the election. The computed chi-square for two categories (less than six months and seven or more months) of 6.349 was significant at the five percent level. A large proportion of the successful campaigns made the first announcement more than six months prior to the election.

Press coverage of a bond proposal is perhaps more significant to the public than the official notice of the election. Table 115 contains the time, in months, between the first press releases and the election.

The average number of months between the first press releases and the school bond election was 3.5 (Table 115).

Table 115. Number of months between the first press releases in the mass media and the bond issue election by passage, failure, and total elections

Number of months between the press releases and the election	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
1 - 3 months	92	59.8	29	70.8	121	62.1
4 - 6 months	40	26.0	10	24.4	50	25.6
7 - 9 months	15	9.7	1	2.4	16	8.2
No answer, no press releases	7	4.5	1	2.4	8	4.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.522 not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

The computed chi-square was not significant, indicating that the time between the first press release and the election was not significantly related to election outcome.

Another element of timing is the time between the two most recent bond elections. These data are presented in Table 12. There was no significant difference between groups in the amount of time between elections. However, the data show a tendency for a higher percentage of failures in the bond issues presented within two years or less of the last bond issue. (p. 40)

Communications Strategy

Informing the voters of the relevant information concerning the bond issue may be accomplished in a number of ways. Communications may take place through existing mass media (radio, television, newspapers) specially prepared impersonal media (e.g. bulletins, brochures, sound trucks), or personal channels (speakers, telephone campaigns, public meetings). These categories of communication strategy are more fully discussed by the type of media used.

Newspaper publicity

The media most available for use, newspapers, also was the mass media most widely used. There is no significant difference between districts in whether newspapers were available for use.

Table 116. Newspaper printed in the district by passage, failure, and total elections

Newspaper printed in the district	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Yes	136	88.3	35	85.4	171	87.7
No	18	11.7	6	14.6	24	12.3
Total	154	100.0	41	100.0	195	100.0

X^2 = .260 - not significant at 5 percent level with 1 degree of freedom.

X^2 = 3.841 is required for significance level at 5 percent with 1 degree of freedom.

Although the majority of districts did use newspaper publicity in their bond campaigns, not all newspaper support was favorable.

Table 117 shows that 13.8 percent of the newspaper coverage was neutral, and in two cases was unfavorable. The chi-square computed between newspaper support and passage or failure of school bond issue (11.049) is significant beyond the five percent level of confidence. A higher percent of those bond issues passing had favorable newspaper support.

Table 117. Support of the newspaper toward the bond issue by passage, failure, and total elections

Newspaper support	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
No coverage	18	11.7	6	14.6	24	12.3
Unfavorable	1	0.6	1	2.4	2	1.0
Neutral	16	10.4	11	26.9	27	13.8
Favorable	119	77.3	23	56.1	142	72.9
Total	154	100.0	41	100.0	195	100.0

X^2 = 11.049 - significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

The computed chi-square of 2.351 between number of press releases and election outcome was not significant. The majority of districts (68.3%) issued between 1 and 10 press releases (Table 118).

Table 118. Number of press releases during the bond issue campaign by passage, failure, and total elections

Number of press releases	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
No answer, do not know	15	9.7	3	7.3	18	9.2
1 - 5	58	37.7	15	36.6	73	37.5
6 - 10	46	29.9	14	34.2	60	30.8
11 - 15	22	14.3	5	12.2	27	13.8
16 - 20	5	3.2	3	7.3	8	4.1
21 or more	8	5.2	1	2.4	9	4.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.351 - not significant at 5 percent level with 5 degrees of freedom.

X^2 = 11.070 is required for significance level at 5 percent with 5 degrees of freedom.

Table 119 contains the district superintendents' evaluations of newspaper publicity in the school bond campaigns. In general, newspaper publicity was given a high evaluation. The computed chi-square of 17.029 is significant beyond the one percent level of confidence, indicating that the superintendents' perceived importance of newspaper publicity differs between successful and unsuccessful bond elections. The successful district superintendents rated the value of newspaper coverage somewhat higher than the unsuccessful superintendents. This is particularly noticeable in the "very much" category (36% - 10%).

Table 119. Perceived value of newspaper publicity in the bond issue campaign by passage, failure, and total elections

Value of newspaper publicity	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	17	11.0	5	12.2	22	11.3
Some	27	17.6	18	43.9	45	23.1
Much	55	35.7	14	34.1	69	35.3
Very much	55	35.7	4	9.8	59	30.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 17.029 - significant at 1 percent level with 3 degrees of freedom.

X^2 = 11.341 is required for significance level at 1 percent with 3 degrees of freedom.

Radio and television publicity

The majority of districts (55.4%) also used radio and television publicity in their campaigns.

The chi-square between the successful and the unsuccessful districts was not significant.

Table 120. Use of radio and television publicity in the bond issue campaign by passage, failure, and total elections

Radio and television publicity	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Yes	85	55.2	23	56.1	108	55.4
No	69	44.8	18	43.9	87	44.6
Total	154	100.0	41	100.0	195	100.0

X^2 = .011 - not significant at 5 percent level with 1 degree of freedom.

X^2 = 3.841 is required for significance level at 5 percent with 1 degree of freedom.

Table 121. Support of radio and television in the bond issue campaign by passage, failure, and total elections

Radio and television support	Pass		Fail		Total	
	No.	%	No.	%	No.	%
No answer, no coverage	62	40.3	17	41.5	79	40.5
Unfavorable	1	0.6	0	0.0	1	0.5
Neutral	31	20.1	14	34.1	45	23.1
Favorable	60	39.0	10	24.4	70	35.9
Total	154	100.0	41	100.0	195	100.0

X^2 = 4.949 - not significant at 5 percent level with 3 degrees of freedo

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

There was only one case of reported unfavorable coverage by radio and television of the bond election; an additional 23 percent reported that coverage was "neutral." About 36 percent reported "favorable" coverage. There was no difference between groups in the use of the media or the degree to which the media were favorable.

Table 122. Perceived value of radio and television publicity used in the bond issue campaign by passage, failure, and total elections

Value of radio and television publicity	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	88	57.1	25	61.0	113	58.0
Some	28	18.2	8	19.5	36	18.5
Much	20	13.0	7	17.1	27	13.8
Very much	18	11.7	1	2.4	19	9.7
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.346 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Approximately 60 percent of the district school superintendents rated radio and television publicity as having little or no value in the bond campaign.

The computed chi-square of 3.346 was not significant at the five percent level of confidence, indicating little difference in the superintendents' evaluations of the importance of radio and television in the successful and unsuccessful bond issues.

Specially prepared mass media

Table 123 contains the number and percentage of districts which used specially prepared mass media channels in the bond campaign.

The most commonly used media (91.8%) were bulletins and brochures. Chi-square values were computed for the use or non-use of each of the seven categories of specially prepared mass media. Of these seven techniques only the chi-square for the use of letters to the editor was statistically significant, Table 124. This table indicates that the use of letters to the editor is highly related to failure of school bond issues. A significantly larger percentage of the unsuccessful superintendents reported the use of letters to the editor as a communications technique.

The superintendents were asked to evaluate the use of each of the above items. These evaluations are found in Tables 125-131.

Table 123. Use of specially prepared mass media in the bond issue campaign by passage, failure, and total elections

Specially prepared mass media	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Bulletins and brochures	141	91.6	38	92.7	179	91.8
Sample ballots and voting information	96	62.3	27	65.9	123	63.1
Reminders by mail	87	56.5	22	53.7	109	55.9
Poster campaign	52	33.8	16	29.0	68	34.9
Letters to the editor	44	28.6	24	58.5	68	34.9
Local merchant support in ads	54	35.1	12	29.3	66	33.8
Sound trucks	24	15.6	6	14.6	30	15.4

Table 124. Use of letters to the editor in the bond issue campaign by passage, failure, and total elections

Letters to the editor	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Yes	44	28.6	24	58.5	68	34.9
No	110	71.4	17	41.5	127	65.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 12.802 - significant at 1 percent level with 1 degree of freedom.

X^2 = 6.635 is required for significance level at 1 percent with 1 degree of freedom.

Table 125. Perceived value of bulletins and brochures in the bond issue campaign by passage, failure, and total elections

Value of bulletins and brochures	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	17	11.0	7	17.1	24	12.3
Some	21	13.6	12	29.3	33	16.9
Much	61	39.7	12	29.3	73	37.5
Very much	55	35.7	10	24.3	65	33.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 7.804 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 126. Perceived value of poster compaign in the bond issue campaign by passage, failure, and total elections

Value of poster campaign	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	115	74.7	33	80.6	148	75.8
Some	22	14.3	6	14.6	28	14.4
Much	13	8.4	1	2.4	14	7.2
Very much	4	2.6	1	2.4	5	2.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.775 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 127. Perceived value of local merchant support in ads in the bond issue campaign by passage, failure, and total elections

Value of local merchant support in ads	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	118	76.7	35	85.4	153	78.5
Some	25	16.2	3	7.3	28	14.4
Much	8	5.2	3	7.3	11	5.6
Very much	3	1.9	0	0.0	3	1.5
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.166 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 128. Perceived value of sample ballots and voting information in the bond issue campaign by passage, failure, and total elections

Value of sample ballots and voting information	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	80	52.0	20	48.8	100	51.3
Some	48	31.2	16	39.0	64	32.8
Much	19	12.3	3	7.3	22	11.3
Very much	7	4.5	2	4.9	9	4.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.403 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 129. Perceived value of sound truck in the bond issue campaign by passage, failure, and total elections

Value of sound truck	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	139	90.3	37	90.3	176	90.3
Some	7	4.5	3	7.3	10	5.1
Much	6	3.9	1	2.4	7	3.6
Very much	2	1.3	0	0.0	2	1.0
Total	154	100.0	41	100.0	195	100.0

Table 130. Perceived value of reminders by mail in the bond issue campaign by passage, failure, and total elections

Value of reminders by mail	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	78	50.7	22	53.6	100	51.2
Some	35	22.7	9	22.0	44	22.6
Much	23	14.9	6	14.6	29	14.9
Very much	18	11.7	4	9.8	22	11.3
Total	154	100.0	41	100.0	195	100.0

X^2 = .175 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 131. Perceived value of letters to the editor in the bond issue campaign by passage, failure, and total elections

Value of letters to the editor	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	122	79.3	23	56.1	145	74.4
Some	21	13.6	12	29.3	33	16.9
Much	8	5.2	3	7.3	11	5.6
Very much	3	1.9	3	7.3	6	3.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 10.296 - significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

The greatest value was assigned to the use of bulletins and brochures and the least value to the use of sound trucks. The only significant difference found was in the case of the value assigned to letters to the editor--a higher percent of the superintendents whose bond issues passed stated letters to the editor were of little or no value. Though not significant there was a tendency for superintendents in the successful districts to rate the value of brochures and pamphlets higher.

Interpersonal channels

Table 132 contains the number and percentage of districts which used selected interpersonal channels of communications in their bond campaigns. The most commonly used channel (91.3%) was "general talking it up."

The superintendents' evaluation of the use of each of these personal channels of communication is found in Tables 133-140. The computed chi-squares for the evaluation of each of the personal channels of communications indicated no statistically significant relation to election outcome.

Table 132. Use of personal channels of communication in the bond issue campaign by passage, failure, and total elections

Personal channels of communication	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
General talking it up	142	92.2	36	87.8	178	91.3
Speakers	132	85.7	34	82.9	166	85.1
General public meetings	126	81.8	37	90.2	163	83.6
Telephone committees	107	69.5	34	82.9	141	72.3
Student information in classes	82	53.2	18	43.9	100	51.3
Clergy support	73	47.4	22	53.7	95	48.7
House-to-house canvass	67	43.5	19	46.3	86	44.1
Student presentations	42	27.3	11	26.8	53	27.2

Table 133. Perceived value of speakers at clubs and organizations in the bond issue campaign by passage, failure, and total elections

Value of speakers	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	31	20.1	14	34.2	45	23.1
Some	43	27.9	13	31.7	56	28.7
Much	48	31.2	11	26.8	59	30.3
Very much	32	20.8	3	7.3	35	17.9
Total	154	100.0	41	100.0	195	100.0

X^2 = 6.389 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 134. Perceived value of general "talking up" of the issue in the bond issue campaign by passage, failure, and total elections

Value of general "talking up" of issue	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	19	12.3	14	34.1	33	16.9
Some	38	24.7	15	36.6	53	27.2
Much	55	35.7	8	19.5	63	32.3
Very much	42	27.3	4	9.8	46	23.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 17.632 - significant at 1 percent level with 3 degrees of freedom.

X^2 = 11.341 is required for significance level at 1 percent with 3 degrees of freedom.

Table 135. Perceived value of general public meetings in the bond issue campaign by passage, failure, and total elections

Value of general public meetings	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	45	29.2	15	36.6	60	30.8
Some	39	25.3	18	43.9	57	29.2
Much	42	27.3	7	17.1	49	25.1
Very much	28	18.2	1	2.4	29	14.9
Total	154	100.0	41	100.0	195	100.0

X^2 = 11.130 - significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 136. Perceived value of student presentations in the bond issue campaign by passage, failure, and total elections

Value of student presentations	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	131	85.1	37	90.3	168	86.1
Some	15	9.7	3	7.3	18	9.2
Much	4	2.6	1	2.4	5	2.6
Very much	4	2.6	0	0.0	4	2.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.375 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 137. Perceived value of clergy support in churches in the bond issue campaign by passage, failure, and total elections

Value of clergy support in churches	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	105	68.2	26	63.4	131	67.2
Some	36	23.4	11	26.8	47	24.1
Much	7	4.5	4	9.8	11	5.6
Very much	6	3.9	0	0.0	6	3.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.426 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 138. Perceived value of house-to-house canvass in the bond issue campaign by passage, failure, and total elections

Value of house-to-house canvass	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	94	61.1	23	56.1	117	59.9
Some	21	13.6	8	19.5	29	14.9
Much	23	14.9	6	14.6	29	14.9
Very much	16	10.4	4	9.8	20	10.3
Total	154	100.0	41	100.0	195	100.0

X^2 = .898 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 139. Perceived value of telephone committees in the bond issue campaign by passage, failure, and total elections

Value of telephone committees	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	55	35.7	13	31.6	68	34.8
Some	27	17.5	10	24.4	37	19.0
Much	34	22.1	9	22.0	43	22.1
Very much	38	24.7	9	22.0	47	24.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 1.052 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 140. Perceived value of student information in classes in the bond issue campaign by passage, failure, and total elections

Value of student information in classes	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	94	61.1	31	75.6	125	64.2
Some	41	26.6	7	17.1	48	24.6
Much	9	5.8	2	4.9	11	5.6
Very much	10	6.5	1	2.4	11	5.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 3.269 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

The highest evaluation of a channel was "general talking up" of the issue, and the least valued channel was student presentations in class. The superintendents of successful districts placed a higher value on "general talking up" the issue than the superintendents of unsuccessful elections (Table 134). A further manifestation of this community involvement is reflected in the perceived value of general public meetings by the successful superintendents. The chi-square value 11.130 was significant at the 5 percent level. The data do not permit evaluations of whether the meetings have been perceived as successful because of the election passage or whether due to the lack of "general talking it up" it was more difficult to get attendance at these meetings.

Other techniques used

Some other publicity devices used in school bond campaigns (Table 141) and the value assigned to them by the superintendents, are presented in the following tables: 142-146.

Table 141. Use of other publicity techniques in bond issue campaigns by passage, failure, and total elections

	Pass		Fail		Total	
Other techniques	No.	%	No.	%	No.	%
Illustrated building plans	137	89.0	37	90.2	174	89.2
Pictures of present facilities	76	49.4	23	56.1	99	50.8
Parades	17	11.0	2	4.9	19	9.7
Slogans	20	13.0	7	17.1	27	13.8
Students contacting parents	72	46.8	18	43.9	90	46.2

Table 142. Perceived value of illustrated building plans in the bond issue campaign by passage, failure, and total elections

Value of proposed building plans illustrated	No.	%	No.	%	No.	%
Little or none	21	13.6	12	29.3	33	16.9
Some	43	27.9	7	17.1	50	25.6
Much	50	32.5	17	41.4	67	34.4
Very much	40	26.0	5	12.2	45	23.1
Total	154	100.0	41	100.0	195	100.0

X^2 = 9.588 - significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 143. Perceived value of picture depiction of present conditions in the bond issue campaign by passage, failure, and total elections

Value of picture depiction of present conditions	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	93	60.4	25	60.9	118	60.5
Some	24	15.6	12	29.3	36	18.5
Much	19	12.3	4	9.8	23	11.8
Very much	18	11.7	0	0.0	18	9.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 8.261 - significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 144. Perceived value of parades in the bond issue campaign by passage, failure, and total elections.

Value of parades	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	148	96.2	40	97.6	188	96.4
Some	3	1.9	1	2.4	4	2.1
Much	1	0.6	0	0.0	1	0.5
Very much	2	1.3	0	0.0	2	1.0
Total	154	100.0	41	100.0	195	100.0

Table 145. Perceived value of slogans in the bond issue campaign by passage, failure, and total elections

Value of slogans	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	144	93.5	37	90.2	181	92.9
Some	6	3.9	4	9.8	10	5.1
Much	2	1.3	0	0.0	2	1.0
Very much	2	1.3	0	0.0	2	1.0
Total	154	100.0	41	100.0	195	100.0

Table 146. Perceived value of students contacting parents in the bond issue campaign by passage, failure, and total elections

Value of students contacting parents	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	94	61.1	30	73.1	124	63.7
Some	42	27.3	7	17.1	49	25.1
Much	9	5.8	2	4.9	11	5.6
Very much	9	5.8	2	4.9	11	5.6
Total	154	100.0	41	100.0	195	100.0

X^2 = 2.197 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

A small percent of the districts used parades and slogans. The highest evaluation was given to illustration of the proposed building plans. (Table 142). The significant chi-squares indicate that superintendents in successful districts evaluated the graphic presentation of the proposed building plans much higher than the superintendents in unsuccessful districts. The same pattern was found in the evaluation of pictorial depiction of existing conditions. Superintendents of successful districts rated this technique somewhat higher than the unsuccessful superintendents did. This difference was significant at the 5 percent level.

Supporting services

The following techniques were used to encourage a large voter turnout. These techniques were transportation to the polls, providing baby sitters for voters, and use of absentee ballots. Literature presented in the literature review indicate a general belief exists that large voter turnout is desirable.

Table 147. Use of transportation to the polls in the bond issue campaign by passage, failure, and total elections

Transportation to the polls	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Yes	98	63.6	34	82.9	132	67.7
No.	56	36.4	7	17.1	63	32.3
Total	154	100.0	41	100.0	195	100.0

X^2 = 5.509 - significant at 5 percent level with 1 degree of freedom.

X^2 = 3.841 is required for significance level at 5 percent with 1 degree of freedom.

Table 148. Use of baby sitters in the bond issue campaign by passage, failure, and total elections

Baby sitters	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Yes	42	27.3	11	26.8	53	27.2
No	112	72.7	30	73.2	142	72.8
Total	154	100.0	41	100.0	195	100.0

X^2 = .003 - not significant at 5 percent level with 1 degree of freedom.

X^2 = 3.841 is required for significance level at 5 percent with 1 degree of freedom.

Table 149. Perceived value of transportation to the polls in the bond issue campaign by passage, failure, and total elections

Value of transportation to the polls	Pass No.	Pass %	Fail No.	Fail %	Total No.	Total %
Little or none	81	52.6	14	34.1	95	48.7
Some	43	27.9	17	41.5	60	30.8
Much	20	13.0	7	17.1	27	13.8
Very much	10	6.5	3	7.3	13	6.7
Total	154	100.0	41	100.0	195	100.0

X^2 = 4.616 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 150. Perceived value of baby sitters in the bond issue campaign by passage, failure, and total elections

Value of baby sitters	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	133	86.4	34	83.0	167	85.6
Some	16	10.4	6	14.6	22	11.3
Much	4	2.6	1	2.4	5	2.6
Very much	1	0.6	0	0.0	1	0.5
Total	154	100.0	41	100.0	195	100.0

X^2 = .831 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

Table 151. Perceived value of absentee voters ballots in the bond issue campaign by passage, failure, and total elections

Value of absentee voters ballots	Pass		Fail		Total	
	No.	%	No.	%	No.	%
Little or none	75	48.7	16	39.0	91	46.7
Some	58	37.7	14	34.2	72	36.9
Much	12	7.8	6	14.6	18	9.2
Very much	9	5.8	5	12.2	14	7.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 4.219 - not significant at 5 percent level with 3 degrees of freedom.

X^2 = 7.815 is required for significance level at 5 percent with 3 degrees of freedom.

The chi-square computed for the use of transportation to the polls is statistically significant at the 5 percent level. Table 147 shows that the use of transportation to the polls was much more common in the unsuccessful districts. The chi-square computed for the use of baby sitters was not statistically significant.

The use of transportation to the polls, baby sitters, and making absentee ballots available was evaluated by the district school superintendents.

The use of voter absentee ballots (Table 151) was given the highest evaluation. There were no significant differences in the evaluations given these techniques when compared by election outcome.

CHAPTER VIII

THE VOTE

The percent of affirmative votes and the percent of elections which passed or failed were presented and discussed in the introduction to this section of the report (page 30 and Table 1). The third sub-concept under The Vote, voter turnout, is presented here.

VOTER TURNOUT

A survey of the existing educational journal articles presenting advice on how to pass school bond issues indicates that a major concern of school bond campaigns is to increase the voter turnout. Evidence obtained in this project reveals that there was no relationship between voter turnout and outcome of the bond issue.

Table 152. Percent of the eligible voters who voted in each bond issue election by passage, failure, and total elections

	Pass		Fail		Total	
Percent eligible voting	No.	%	No.	%	No.	%
0 - 20	9	5.8	2	4.9	11	5.6
21 - 40	35	22.7	9	21.9	44	22.6
41 - 60	48	31.2	15	36.6	63	32.3
61 - 80	48	31.2	11	26.8	59	30.3
81 - 100	14	9.1	4	9.8	18	9.2
Total	154	100.0	41	100.0	195	100.0

X^2 = 5.046 - not significant at 5 percent level with 4 degrees of freedom.

X^2 = 9.488 is required for significance level at 5 percent with 4 degrees of freedom.

Table 152 shows the relationship between passage and percent eligible voter turnout. The computed chi-square of 5.046 was not significant indicating that percent eligible voter turnout was not related to election outcome in the bond elections examined in this study.

CHAPTER IX

EVALUATION

As specified in the theoretical orientation, evaluation is a continuous process that should occur at all stages of social action. All of the data collected in this study were collected after the bond elections. Much evaluation information has already been presented in the chapters dealing with the strategy of carrying out the bond election campaigns, e.g., the superintendents' evaluations of various individuals, groups and techniques have been presented.

Two additional evaluations are presented in this chapter: the evaluation of factors that contributed to the success of bond elections in the successful districts and the evaluation of factors that contributed to failure in the unsuccessful districts.

Factors Contributing to Success

The superintendents in the school districts where the bond issues passed were asked to indicate the degree of value of each of ten items in facilitating the passage of a successful bond issue. Tables 153 through 161 indicate the degree of value assigned by the superintendents in the 154 districts which held successful elections.

Table 153. Superintendents' perception of the value of the "need for facility proposed" as a reason for passage

Superintendents' perception of value of "need"	Total pass No.	Total pass %
Little or none	3	1.9
Some	5	3.2
Much	34	22.1
Very much	112	72.8
Total	154	100.0

Table 154. Superintendents' perception of the value of a "good publicity program" as a reason for passage

Superintendents' perception of value of a "good publicity program"	Total pass No.	%
Little or none	18	11.6
Some	29	18.8
Much	57	37.0
Very much	50	32.6
Total	154	100.0

Table 155. Superintendents' perception of the value of "timing of election" as a reason for passage

Superintendents' perception of value of "timing"	Total pass No.	%
Little or none	59	38.3
Some	44	28.7
Much	26	16.8
Very much	25	16.2
Total	154	100.0

Table 156. Superintendents' perception of the value of "adequate support of education" as a reason for passage

Superintendents' perception of value of "adequate support"	Total pass No.	%
Little or none	16	10.3
Some	26	16.8
Much	58	37.7
Very much	54	35.2
Total	154	100.0

Table 157. Superintendents' perception of the value of "school re-organization" as a reason for passage

Superintendents' perception of value of "school re-organization"	Total pass No.	%
Little or none	107	68.4
Some	16	10.4
Much	11	7.2
Very much	20	13.0
Total	154	100.0

Table 158. Superintendents' perception of the value of "desire to keep school in community" as a reason for passage

Superintendents' perception of value of "desire to keep school in community"	Total pass No.	%
Little or none	100	65.0
Some	15	9.7
Much	14	9.1
Very much	25	16.2
Total	154	100.0

Table 159. Superintendents' perception of the value of "development of new educational program" as a reason for passage

Superintendents' perception of value of "development of new educational program"	Total pass No.	%
Little or none	72	46.8
Some	33	21.4
Much	33	21.4
Very much	16	10.4
Total	154	100.0

Table 160. Superintendents' perception of the value of "compromise or reduction of actual needs" as a reason for passage

Superintendents' perception of value of "compromise"	Total pass No.	Total pass %
Little or none	131	85.1
Some	13	8.5
Much	5	3.2
Very much	5	3.2
Total	154	100.0

Table 161. Superintendents' perception of the value of the "terms of statement of issue" as a reason for passage

Superintendents' perception of value of "terms"	Total pass No.	Total pass %
Little or none	87	56.5
Some	32	20.9
Much	17	11.0
Very much	18	11.6
Total	154	100.0

Since all superintendents responding in this series of tables had successful elections, no statistics are presented. The array of frequency distributions has been presented with a reminder that the responses are recall data and were given in an evaluative framework. That is, recognition of "need" was suggested and the respondent checked how important this was to passing the bond issue. Inspection of the tables indicates that greatest value was placed on the "need" for the proposed facility (Table 153). Also ranked high in value were a good publicity program (Table 154), and adequate support for education in the school district (Table 156). Timing of the election (Table 155), school reorganization (Table 157), desire to keep the school in the community (Table 158), development of a new educational program (Table 159), compromise or reduction of actual needs (Table 160), and terms of statement of the issue (Table 161) were perceived as relatively "little" value as reasons for passing the issue.

In general, the tables presented in this section indicate the superintendents were able to evaluate the factors they felt were instrumental in bringing about the successful outcome of the election. The nebulous "need" was rated the most important factor in passing a bond issue. Such factors as timing, reorganization, desire to maintain school in the community, and the level of specificity of publicity were not seen as nearly important as the recognized "need." An open-end category, "other" was provided to see if factors not anticipated were perceived as instrumental in passing the bond issue. Only 3 of the 154 superintendents mentioned "other" factors, but all three felt these factors were very important.

Factors Contributing to Failure

The superintendents of school districts that failed to pass their most recent bond issue were asked to indicate the importance of each of 17 items in blocking the passage of the bond issue. Tables 162 through 177 indicate the importance of the degree of value assigned by the superintendent in the 41 districts which had unsuccessful elections. Increased taxes (Table 162) was assigned the highest importance. Among the remaining reasons, none were given consistently high evaluations. Few felt that too large an issue (Table 173) was a cause for failure. However, the analysis of the data revealed that districts which had unsuccessful elections in the past tended to ask for a reduced amount in subsequent elections.

The superintendents were asked to indicate any other reasons they felt their bond elections had failed. Seven of the 41 mentioned additional factors they felt had influenced their elections. Four of these reasons were conflicts among the various committees or between two towns involved in the election. Two reasons given centered on the purpose of the election, one community wanted classrooms instead of a transportation building and another superintendent said past promises had been made that no additional facilities would be sought and then they were. The last reason was difficult to understand without further data. "We made no attempt to sell the proposition" was given as a reason for failure. Why no attempt was made was not ascertained.

In general, the superintendents of districts unsuccessful in their election attempts were not as certain about why the issues failed as were the successful superintendents of why their bond elections were successful. Most reasons mentioned as influential in causing defeat were related to economic variables, i.e. increased taxes, distribution of tax load, and opposition from the retired. The variables listed in the literature as common causes of bond election failure were not recognized as important in this study. Site disputes, poor timing, construction type, and community conflicts were not recognized as being important influences on election outcome in many districts.

Table 162. Superintendents' perception of the importance of "increased taxes" as a reason for failure

Superintendents' perception of importance of "increased taxes"	Total failure No.	%
Little or none	9	21.9
Some	9	21.9
Much	8	19.5
Very much	14	34.3
No response*	1	2.4
Total	41	100.0

*One superintendent did not evaluate the reasons for failure. Hence one non-response appears in all tables in this section.

Table 163. Superintendents' perception of the importance of "distribution of tax load" as a reason for failure

Superintendents' perception of importance of "distribution"	Total failure No.	%
Little or none	19	46.3
Some	10	24.4
Much	6	14.7
Very much	5	12.2
No response	1	2.4
Total	41	100.0

Table 164. Superintendents' perception of the importance of "site dispute" as a reason for failure

Superintendents' perception of importance of "site dispute"	Total failure No.	%
Little or none	23	56.1
Some	4	9.7
Much	5	12.2
Very much	8	19.6
No response	1	2.4
Total	41	100.0

Table 165. Superintendents' perception of the importance of "inadequate publicity" as a reason for failure

Superintendents' perception of importance of "inadequate publicity"	Total failure No.	%
Little or none	24	58.5
Some	11	26.9
Much	3	7.3
Very much	2	4.9
No response	1	2.4
Total	41	100.0

Table 166. Superintendents' perception of the importance of "disagreement on type of construction" as a reason for failure

Superintendents' perception of importance of "disagreement"	Total failure No.	%
Little or none	32	78.2
Some	2	4.8
Much	3	7.3
Very much	3	7.3
No response	1	2.4
Total	41	100.0

Table 167. Superintendents' perception of the importance of "dissatisfaction with educational program" as a reason for failure

Superintendents' perception of importance of "dissatisfaction"	Total failure No.	%
Little or none	38	92.8
Some	1	2.4
Much	0	0.0
Very much	1	2.4
No response	1	2.4
Total	41	100.0

Table 168. Superintendents' perception of the importance of "conflict among civic groups" as a reason for failure

Superintendents' perception of importance of "conflict"	Total failure No.	%
Little or none	29	70.7
Some	3	7.3
Much	6	14.7
Very much	2	4.9
No response	1	2.4
Total	41	100.0

Table 169. Superintendents' perception of the importance of "elections too close together" as a reason for failure

Superintendents' perception of importance of "elections too close together"	Total failure No.	%
Little or none	36	87.9
Some	4	9.7
Much	0	0.0
Very much	0	0.0
No response	1	2.4
Total	41	100.0

Table 170. Superintendents' perception of the importance of "insufficient planning" as a reason for failure

Superintendents' perception of importance of "insufficient planning"	Total failure No.	%
Little or none	29	70.8
Some	3	7.3
Much	8	19.5
Very much	0	0.0
No response	1	2.4
Total	41	100.0

Table 171. Superintendents' perception of the importance of "opposition from retired citizens" as a reason for failure

Superintendents' perception of importance of "opposition from retired citizens"	Total failure No.	%
Little or none	14	34.2
Some	13	31.7
Much	10	24.4
Very much	3	7.3
No response	1	2.4
Total	41	100.0

Table 172. Superintendents' perception of the importance of "opposition from absentee landlords" as a reason for failure

Superintendents' perception of importance of "opposition from absentee landlords"	Total failure No.	Total failure %
Little or none	31	75.7
Some	8	19.5
Much	1	2.4
Very much	0	0.0
No response	1	2.4
Total	41	100.0

Table 173. Superintendents' perception of the importance of the "proposed bond issue too large" as a reason for failure

Superintendents' perception of importance of "proposed bond issue too large"	Total failure No.	Total failure %
Little or none	30	73.2
Some	5	12.2
Much	4	9.8
Very much	1	2.4
No response	1	2.4
Total	41	100.0

Table 174. Superintendents' perception of the importance of the "proposed bond issue too small" as a reason for failure

Superintendents' perception of importance of "bond issue too small"	Total failure No.	Total failure %
Little or none	35	85.4
Some	2	4.9
Much	2	4.9
Very much	1	2.4
No response	1	2.4
Total	41	100.0

Table 175. Superintendents' perception of the importance of "too many types of facilities proposed in one election" as a reason for failure

Superintendents' perception of importance of "too many types of facilities proposed in one election"	Total failure No.	%
Little or none	38	92.8
Some	0	0.0
Much	1	2.4
Very much	1	2.4
No response	1	2.4
Total	41	100.0

Table 176. Superintendents' perception of the importance of "dissatisfaction with board of education" as a reason for failure

Superintendents' perception of importance of "dissatisfaction with board of education"	Total failure No.	%
Little or none	36	87.9
Some	3	7.3
Much	1	2.4
Very much	0	0.0
No response	1	2.4
Total	41	100.0

Table 177. Superintendents' perception of the importance of "dissatisfaction with superintendent" as a reason for failure

Superintendents' perception of importance of "dissatisfaction with superintendent"	Total failure No.	%
Little or none	34	83.0
Some	4	9.8
Much	2	4.8
Very much	0	0.0
No response	1	2.4
Total	41	100.0

CHAPTER X

SUMMARY AND CONCLUSIONS

This data book has presented an analysis of data obtained from Iowa school superintendents who had been involved in a school bond election in their district during a five year period. The bond elections studied were held for any educationally related purpose (new or remodeled buildings, facilities, equipment, etc.) during the 5 year period January 1, 1960 to December 31, 1964. Ultimately 93 percent of the superintendents in Iowa districts meeting these criteria responded to the survey questionnaire.

Chi-square statistics were computed for all variables with acceptable distributions. One-hundred and twenty-seven variables were submitted to this test. Only 25 of these tests were significant at the 5 percent level of confidence. These tests ascertained whether there was a significant difference between the variables in those districts where the election outcome was successful and unsuccessful. In general, there was no difference between these two groups on most variables measured. The significant chi-squares are presented and discussed in the following sections. The significant differences are examined by the same variable grouping used to present them throughout this data book, *e.g.*, existing situational variables, the bond issue election strategy, the vote, factors contributing to success and factors contributing to failure.

Existing situational variables

These variables were defined as the characteristics of the school and community that were set prior to the bond election. However, they did have implications for the present election. Demographic variables, economic variables, educational institution variables and the election history of the community all had to be considered in the strategy to increase school facilities through a school bond election.

Only 3 of the 11 variables included in this category were significant at the 5 percent level. School enrollment at the time of the election was significantly different between the successful and unsuccessful districts. Most of the unsuccessful districts enrolled fewer than 2,000 students. The successful districts student enrollments were dispersed over the scale to 10,000 plus students. No implication is intended that small district bond elections are more likely to fail, because almost 57 percent of the successful elections were held in districts with fewer than 1,000 students. Conversely 32 of 37 elections in districts with 2,000 or more students were successful.

The significant difference in whether a 2½ mill schoolhouse tax levy was in effect was indicative of a norm of "progressiveness" in a community. The local school district had voted in this levy some time prior to the school bond election under study. Of the 35 districts where this levy was in effect, 32 passed their bond election.

The chi-square computed on the number of elections held in the 5 year period of study was highly significant. Districts were much more likely to pass their bond elections on the first attempt. Almost two-thirds of the districts studied had held only one bond election during this time period. Almost 70 percent of the single elections during the 5 year period were successful.

The bond issue These variables related to economic change, purpose of the election, and responsibility assumed by various groups and individuals in accomplishing the necessary tasks in the campaign strategy.

Economic variable relationships did not differ significantly between successful and unsuccessful districts. The total amount of the bond issue, millage rates, millage increase and the dollar valuation per student were not significantly different in successful and unsuccessful districts.

Neither the terms of *statement of the issue* nor variables relating to the *purpose of the election* were significant. The survey of the literature indicated some support for making information available to the electorate in detail and some for keeping news releases at a general level. Neither position was supported in this study. The purpose for which the election was held was not related to outcome, and the number of different purposes of the election was not significantly different between the successful and the unsuccessful districts.

Bond election strategy

Election strategy variables dealt with the involvement of individuals and groups in working for the bond issue campaign. The superintendents evaluated the importance these individuals and groups had in the bond campaign. Only 2 of the 13 variables in this category had significant chi-square statistics. The perceived importance of the citizens' advisory committee in the planning and publicity of bond campaigns was significant. The distribution was bi-modal for the successful districts. A large percentage (43.5%) saw these committees as having "no value" and almost the same percentage (38%) saw the committees as having "great value" to the planning and publicity campaign.

The perceived "value" of the P.T.A. in the bond issue campaign was significantly different between groups. The successful superintendents rated the P.T.A. somewhat higher (of greater value) than superintendents in unsuccessful districts.

In general, the superintendents involved as many people as possible in these bond election campaigns. In most cases, there was no difference in the involvement or the perceived importance of these groups when successful and unsuccessful districts were compared. The unsuccessful superintendents clustered their responses in the middle range ("some" or "little" value) for the importance of the P.T.A.

Responsibility assumed

Responsibility assumed considers to what degree various individuals and groups were involved in the task areas. Again these responses indicated the evaluation of the superintendent. His responses are perceptions of the part played by each group in each of the several necessary task areas involved in a bond election. The superintendents rated the importance of the groups on a 0 - 9 scale with categories from "no" responsibility, 0, to "very much" responsibility, 9. Of the 68 tables presented, only 8 show significant differences. The superintendents differed in their perceptions of the value of the board of education and their own (superintendents) importance in the campaign strategy. Almost 50 percent of the successful superintendents rated the board of education as assuming "very much" responsibility. A higher percentage (81%) of the successful superintendents rated themselves as having assumed "very much" responsibility in the public relations and information campaign. Conversely, just over one-half (54%) of the unsuccessful superintendents rated themselves this high. There was no difference between the superintendents' perceptions of the importance of the various other groups in planning the campaign strategy.

Two significant relationships were found in the "evaluation of the education program" for the bond election. The professional consultants were rated as assuming "little" or "no" responsibility by a larger percentage of the successful superintendents (66% to 56%). At the other extreme, "very much" responsibility, the successful superintendents also rated the professional consultants high in more cases (6.5% to 2.4%). The evaluation of the education program also was significant for the department of public instruction evaluation of the program. A similar pattern of evaluation was found here. More (56% to 46%) of the successful superintendents rated the department as assuming "little or no" responsibility in this evaluation. Conversely more successful superintendents also rated this department as having assumed "very much" responsibility (8% - 0).

"Evaluating the present building facilities" by the various groups produced only one significant chi-square, responsibility assumed by the lay committee. A bi-modal array appears in the successful districts. Significantly more of the successful superintendents reported "little or no" responsibility and "very much" responsibility assumed by the lay committee. Unsuccessful superintendents did not evaluate the responsibility of the lay committee in this evaluation at the scale extremes. They assigned them to mid-scale positions ("some" - "much").

The involvement of the lay committee also produced the only significant difference in the "determination of the school building needs." The board and the superintendents assumed heavy responsibility in this task, but there was no statistically significant difference between the successful and the unsuccessful districts. Sixty-one percent of the unsuccessful districts reported some involvement of the lay committee in this task, conversely, only 43 percent of the successful superintendents reported involvement of a lay committee in determination of the school building needs.

A significant difference between the successful and the unsuccessful superintendents' evaluations was found in the responsibility assumed by the combined superintendent-board of education category in "designing and planning the proposed buildings." The superintendents of successful districts rated themselves as "very important" in this task area. The superintendent-board of education responsibility was not the highest ranking of the groups, but it was the only evaluation that contained significant differences between the successful and the unsuccessful districts. More of the successful superintendents rated this combination as very important in this task (55% of the successful to 34% for the unsuccessful). The architect involvement was high for this task, but it did not produce a significant chi-square of differences between successful and unsuccessful districts.

Collective responsibility for all tasks

The relative responsibility of individuals and groups was rated for each of 7 task areas. For each task, each group was assigned a score of 0 - 9. Hence 7 task areas of 9 points each results in a high score of 63 possible points. The actual range was 0 - 63. Some superintendents reported "no responsibility" in any task area (0 score) while others assigned themselves to the highest score (9) for all 7 tasks (63 score). The summated scores represent the relative importance of assumed responsibility for each group across all 7 task areas.

The total responsibility assumed by the superintendent-board of education together was significant at the 5 percent level. Those in successful districts were scored higher than those in unsuccessful districts. This was the only significant chi-square for the five groups presented in the section on summated responsibility scores.

An examination of the relative importance of the groups and individuals involved in the school bond elections showed some were evaluated as more important than others. Clearly the superintendent and the board of education positions were rated most important. The ratings of positions were similar in the successful and unsuccessful districts. Hence, the chi-square statistics indicate there was little difference in these perceptions between the successful and unsuccessful district superintendents.

In summary, the superintendents were able to evaluate the relative importance of the board of education, lay committees, professional consultants and themsleves in the performance of seven necessary tasks in a bond election campaign. Clearly cooperative performance between the superintendents and the board of education was perceived as the most important of the five groups in responsibility and importance in the bond elections. The literature examined in the first chapter of this data book indicated that the use of a citizen's advisory committee was essential in passing the bond election. The data collected in this report do not support this position; however, insights into whether the support of a lay committee provides the added impetus for success are not possible.

Timing of the election

The time of the year (month) elections are held was not significant in this study. However, the timing of news releases was associated with election success in this study. Those districts that started early (more than 6 months prior to election) were more successful. This finding should not be misconstrued, as almost three-fourths of the districts made their first releases less than 6 months before the election. Of the 47 districts that started more than 6 months early, 43 passed their elections. The fact that most districts did not start their campaigns early, in part, reflects the persistence of re-presenting elections in a short period of time in unsuccessful districts. Some were re-presented in the same month, and many were re-presented within 2 months. Some elections were successful when re-presented in a short time; they then became successful by classification in this study. This probably contributed to finding no significant difference between successful and unsuccessful districts when compared on the time period between elections or how many months early official notice of an election was given.

Communication strategy

The use of communications techniques is a manifestation of planning strategy. The majority of the districts employed most communications techniques examined in this study. There were some significant differences between districts related to these techniques. A significantly larger portion of the successful superintendents reported "favorable" newspaper coverage. Seventy-seven percent of the successful superintendents responded that coverage had been favorable, but only 56 percent of the unsuccessful superintendents reported favorable coverage. There was no significant difference in the number of press releases.

The perceived importance of newspaper publicity was significant at the 1 percent level. Seventy-one percent of the successful districts felt the newspaper was of "much" or "very much" value. Conversely, 44 percent of the unsuccessful superintendents rated the newspaper this important.

The chi-square statistic for use of letters to the editor as a campaign strategy was significant at the 1 percent level. Fifty-nine percent of the unsuccessful superintendents reported the use of this technique. Less than 30 percent (28.6%) of the successful superintendents responded that this technique was used. The use of letters to the editor was accompanied by a significant difference in the perceived value of this technique. Twenty-one percent of the successful superintendents responded it was of "some" value and 44 percent of the unsuccessful superintendents felt sending letters to the editor was of "some" value. The chi-square was significant at the 5 percent level.

Interpersonal communications techniques These techniques were those that involved face to face relationships. Meetings, student presentations, and the use of a house-to-house canvass are examples of the variables examined in this section. Only the very nebulous category "talking it up" and public meetings produced significant chi-squares. The superintendents of successful districts perceived a higher feeling of community involvement as measured by general "talking it up" by the community. This difference was significant at the 1 percent level. A further manifestation of community involvement is reflected in the perceived value of public meetings. Eighteen percent of the successful superintendents thought the meetings were of "very much" value. Only 2 percent of the unsuccessful superintendents rated public meetings in this classification. The remainder of the interpersonal techniques were heavily used by both types of superintendents; however, there was no statistically significant difference in their use.

Other publicity devices include miscellaneous techniques used for informing the electorate and getting out the vote. The perceived value of presenting illustrated building plans to the electorate was significant at the 5 percent level. The successful superintendents rated this technique somewhat higher than it was rated by the unsuccessful superintendents. In addition, successful superintendents evaluated using photographs to show existing conditions higher than was the case for unsuccessful superintendents. None of the unsuccessful superintendents evaluated this technique as "very" important, 12 percent of the successful superintendents did. The difference was significant at the 5 percent level.

One method traditionally used to "get out the vote" produced a significant chi-square. The chi-square computed on the transportation to the polls variable was significant. The use of transportation to the polls was much more common in the unsuccessful districts.

In summary, most communications media and techniques were heavily used by all districts. Few significant differences were found between the successful and the unsuccessful districts. The successful superintendents did evaluate newspaper publicity higher than it was evaluated by unsuccessful superintendents. Conversely, the superintendents of unsuccessful districts used and evaluated the use of letters to the editor somewhat higher than the successful superintendents. Some techniques (letters to the editor and providing transportation to the polls) that were expected to produce favorable results were associated with the unsuccessful districts. The data do not permit explanations as to why this was the case.

Factors contributing to success

In general, these perceptions indicate the superintendents were able to evaluate the importance of the factors they felt were instrumental in bringing about the successful outcome of the election. Need for facility proposed was rated the most important factor in bringing about success. Other factors such as timing, reorganization, desire to maintain the school in the community, a "good" publicity campaign, and the level of specificity of publicity were not seen as being nearly as important factors. The superintendents were given the opportunity to add any other factors they felt were important in the outcome of the campaign. Only three superintendents mentioned other reasons.

Perceived reasons for failure

The superintendents of unsuccessful districts were not as certain about why the issues failed as the successful superintendents were about why the issues passed. Most of the reasons given as influential related to economic variables, *i.e.* increased taxes, distribution of tax load and opposition from the retired. However, when these economic variables were examined by chi-square statistics for all districts, no significant differences were found between the successful and unsuccessful districts. That is, the chi-square statistics for millage rates, millage increase and total millage levies did not indicate any significant difference between the successful and unsuccessful districts. When asked why the bond election failed, the superintendents of unsuccessful districts pointed out factors which were related to the economic conditions in the community.

The traditional reasons for failure, site disputes, type of construction, and community conflicts were not mentioned as important factors by very many superintendents. Four superintendents mentioned specific conflicts between committees, adjoining towns, and within the district. Others mentioned factors such as no attempt made to pass the issue, and failure resulted because the proposal was a "stop gap" measure.

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